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ABSTRACT

Follow Through teachers, classroom aides, principals, staff developers, and a 10 percent parent sample were surveyed in the spring of 1976 for their opinions and perceptions of various aspects of the Philadelphia Follow Through program. A substantial majority in each category of respondents indicated their respective models were helping pupils' personal, social, and academic development. Parent responses showed a high level of interest and participation. Nearly all stated they were developing a greater interest in their children's schooling, while 80 percent also expressed a concern for furthering their own education. Over 90 percent indicated that they felt comfortable with school personnel and that their opinions were respected. The majority reported they attended school meetings, and 73 percent expressed interest in working at the schools. Parent scholars were rated effective by 50 percent of the teachers, 58 percent of the staff developers, and 69 percent of the principals. Parent volunteers were rated less favorable by teachers, staff developers, and principals. Nearly all aides indicated they assisted in instructing small groups regularly, while 67 percent stated they assisted in the instruction of individual pupils on a regular basis. At least 80 percent of the teachers, principals, and staff developers thought the aides were effective in the classroom. Indications of the program's impact were found in the large percentages of school personnel who reported increased interest in individualized instruction, reaching pupils' homes, and furthering their own education. Respondents also gave the program an overwhelming vote of confidence in response to the question, "Would you like to see the Follow Through Program continued?" All of the staff developers, 83 percent of the teachers, 98 percent of the classroom aides, and 96 percent of the parents answered affirmatively. (Author/RC)

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SCHOOL PERSONNEL AND PARENT PERCEPTIONS OF THE FOLLOW THROUGH PROGRAM IN PHILADELPHIA

SPRING, 1976

Prepared by
Anne M. Lukshus

Report # 7723
October, 1976

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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Follow Through Schools and Principals

1975-1976

Schools	Principals
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Duckrey School 15th and Diamond Streets Philadelphia, Penna. 19121	Mr. Sylvester L. Webb
Dunbar School 12th Street N. of Columbia Avenue Philadelphia, Penna. 19122	Mr. Eugene J. Strolle
Drew School 38th Street S. of Powelton Avenue Philadelphia, Penna. 19133	Mrs. Franzella Buchanan
Elverson School 13th and Susquehanna Avenue Philadelphia, Penna. 19133	Mr. Albert V. Norrell
Ferguson School Seventh and Norris Streets Philadelphia, Penna. 19122	Mrs. Sadie S. Mitchell
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Nebinger School Sixth and Carpenter Streets Philadelphia, Penna. 19147	Miss Dahlia Johnson
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ABSTRACT

Follow Through teachers, classroom aides, principals, staff developers, and a 10% parent sample were surveyed in the spring of 1976 for their opinions and perceptions of various aspects of the program. The questionnaire response rates were 89% for principals, 78% for staff developers, 69% for K-3 teachers, and 65% for K-3 aides.

A substantial majority in each category of respondents indicated their respective models were helping pupils' personal, social, and academic development. According to teachers across models, the most effective academic areas were Oral Expression (77%), Reading (72%), Arithmetic (69%), and Creative Activities (64%). Positive responses from parents were highest for Speaking Skills (92%), Creative Activities (92%), Writing Skills (90%), Reading (87%), and Arithmetic (87%).

Parent responses showed a high level of interest and participation. Nearly all (98%) stated they were developing a greater interest in their children's schooling, while 80% also expressed a concern for furthering their own education. Over 90% indicated that they felt comfortable with school personnel and that their opinions were respected. The majority (64%) reported they attended school meetings, and 73% expressed interest in working at the schools. Parent scholars were rated effective by 50% of the teachers, 58% of the staff developers, and 69% of the principals. Parent volunteers were rated less favorably by teachers (32%), staff developers (50%), and principals (63%).

Nearly all aides (90%) indicated they assisted in instructing small groups

regularly, while 67% stated they assisted in the instruction of individual pupils on a regular basis. At least 80% of the teachers, principals, and staff developers thought the aides were effective in the classroom.

Indications of the program's impact were found in the large percentages of school personnel who reported increased interest in individualized instruction, reaching pupils' homes, and furthering their own education. Respondents also gave the program an overwhelming vote of confidence in response to the question, "Would you like to see the Follow Through Program continued?" All of the staff developers, 83% of the teachers, 98% of the classroom aides, and 96% of the parents answered affirmatively.

Introduction

In the spring of 1976, survey questionnaires for all Follow Through teachers, classroom aides, staff developers, and principals were sent to the eighteen original schools in the program and distributed by the principal at each site. The response rate was 89% for principals, 78% for staff developers, 69% for teachers in kindergarten to third grade, and 65% for K-3 classroom aides. Responses from fourth grade teachers and aides were not included in the analysis because the minimal number returned (38% for teachers and 42% for aides) could not be considered representative of the total program. Table 1 presents a breakdown by model and grade level (K-3) of questionnaires returned by teachers, and Table 2 provides the same information for aides.

Copies of the four questionnaires used to survey the various levels of program personnel are found in the appendix. Responses from teachers and classroom aides were tabulated by model and total program. The results for each item in the survey show the number of responses (N) and the percent of total responses (%).

To obtain parent perceptions of the program, a telephone survey was conducted during the summer of 1976. The design called for a 10% sample (N=711), stratified by grade within model. Bilingual Model parents had the option of responding either in Spanish or English, because they were contacted by a bilingual interviewer. Copies of the questionnaire are included in the appendix, and results for each item in the survey are presented in terms of N and %. Responses from the 578 parents of pupils in kindergarten through third grade were tabulated by model and total program. Responses from fourth grade parents (N=133) were analyzed and reported separately. In the discussion which follows, all reporting of findings will refer to the K-3 group, unless otherwise noted.

TABLE 1

FOLLOW THROUGH TEACHER RESPONSES TO SPRING, 1976 SURVEY

MODEL	GRADE LEVEL				
	K	1	2	3	Total
Bank Street	4	4	5	4	17
Behavior Analysis	10	5	5	6	26
Bilingual	6	6	6	7	25
EDC	8	9	9	6	32
Florida Parent	3	4	2	3	12
Parent Implemented	3	1	2	3	9
Philadelphia Process	5	4	5	4	18
Total # of Responses	39	33	34	33	139
Total # of Classes	49	51	51	50	201
% Returned	80	65	67	66	69

TABLE 2

FOLLOW THROUGH CLASSROOM AIDE RESPONSES TO SPRING, 1976 SURVEY

MODEL	GRADE LEVEL				
	K	1	2	3	Total
Bank Street	3	4	1	4	12
Behavior Analysis	8	6	5	5	24
Bilingual	6	7	6	3	22
EDC	7	9	8	8	32
Florida Parent	2	3	3	2	10
Parent Implemented	2	1	1	2	6
Philadelphia Process	6	7	6	6	25
Total # of Responses	34	37	30	30	131
Total # of Classes	49	51	51	50	201
% Returned	69	73	59	59	65

Background Characteristics

As shown in Table 3, 30% of all teachers (N=139) are under 30 years of age, 50% are between 30 and 50 years old, 14% are over 50, and 5% did not indicate age. Nearly all (96%) are female. The majority (60%) are at the B.A. level, 22% have attained an M.A., and 17% have gone beyond the Master's level. Only 7% have less than two years of teaching experience; 24% have between two and five years, another 24% have been teaching five to ten years, while 44% have more than ten years of total teaching experience. The models with the highest proportions in the "over 10 years" category were Behavior Analysis (58%), Philadelphia Process (56%), and Bank Street (53%).

The majority (57%) of staff developers (N=14) are between 30 and 50 years of age, 29% are more than 50 years old, and 14% did not respond. Most (93%) are female. Responses concerning education show 21% have not yet gone beyond a B.A. degree, 36% have earned an M.A., and 43% have gone beyond the Master's level. The vast majority (93%) have had more than ten years of teaching experience.

According to Table 4, 18% of all classroom aides (N=131) are under 30 years of age, 70% are between 30 and 50 years old, 9% are in the "over 50" category, and 3% did not indicate age. Most (97%) are female. Only 10% have not finished high school; 51% completed high school, and 39% have from one to four years of education beyond the high school level. Less than half (40%) indicated they had children of their own enrolled in the program.

Responses from principals (N=16) show that 13 are male and 3 female. Most (12) fall in the "30-50" age category, and four are over 50 years old. Nearly all (15) have at least ten years of previous teaching experience.

TABLE 3

BACKGROUND CHARACTERISTICS OF FOLLOW THROUGH TEACHERS AND STAFF DEVELOPERS
(PERCENTAGES OF RESPONDENTS TO 1976 SURVEY)

Categories and Responses	Bank Street Model N=17	Behavior Analysis Model N=26	Bilingual Model N=25	EDC Model N=32	Florida Parent Model N=12	Parent Impl. Model N=9	Phila. Process Model N=18	All Models N=139	Staff Developers N=16
Age									
Below 30	29	19	40	28	42	56	17	30	0
30 - 50	35	54	40	63	42	22	72	50	57
Above 50	29	15	8	9	17	22	11	14	29
No Response	6	12	12	0	0	0	0	5	14
Sex									
Male	6	0	4	0	17	11	0	4	7
Female	94	100	92	100	83	89	100	96	93
No Response	0	0	4	0	0	0	0	1	0
Schooling									
BA	59	73	48	53	58	67	72	60	21
MA	35	19	32	16	25	11	17	22	36
MA+	6	8	20	28	17	22	11	17	43
No Response	0	0	0	3	0	0	0	1	0
Years Teaching									
Less than 2	0	0	8	9	0	33	11	7	0
2 - 5	29	12	32	25	58	11	11	24	0
5 - 10	18	27	24	28	17	22	22	24	7
More than 10	53	58	36	38	25	33	56	44	93
No Response	0	4	0	0	0	0	0	1	0

TABLE 4

BACKGROUND CHARACTERISTICS OF FOLLOW THROUGH CLASSROOM AIDES
(PERCENTAGES OF RESPONDENTS TO 1976 SURVEY)

Categories and Responses	Bank Street Model N=12	Behavior Analysis Model N=24	Bilingual Model N=22	EDC Model N=32	Florida Parent Model N=10	Parent Implemented Model N=6	Phila. Process Model N=25	All Models N=131
Age								
Below 30	25	0	59	9	0	17	12	18
30 - 50	67	88	32	78	80	83	72	70
Above 50	8	4	5	9	20	0	16	9
No Response	0	8	5	3	0	0	0	3
Sex								
Male	0	0	9	0	0	0	0	2
Female	100	100	86	97	100	100	100	97
No Response	0	0	5	3	0	0	0	2
Schooling								
10th Grade	0	0	5	0	20	0	4	3
11th Grade	33	8	0	3	0	0	8	7
12th Grade	33	67	50	50	60	33	48	51
H.S. + 1 yr.	17	0	18	22	10	0	16	14
H.S.+ 2 yrs.	0	13	18	9	10	67	20	15
H.S.+ 3 yrs.	17	4	9	13	0	0	4	8
H.S.+ 4 yrs.	0	8	0	3	0	0	0	2

Nine respondents indicated five or more years of experience as principal; only one served as principal less than two years, and six have held the position from two to five years.

Staff Development

Across models, responses regarding frequency of teacher staff development were distributed among the response categories as follows: "Once a week" 14%, "Every other week" 17%, "Once a month" 25%, "Other" 35%, and "No response" 9%. In the "Other" category, which was intended as an open-ended question, responses included a wide range of answers (none, occasionally, twice a year, rarely, once a year, daily, on a volunteer basis, when needed, discontinued due to lack of funds, etc.,) or, too frequently, none at all. This pattern was also found within most individual models. One noteworthy exception was the Parent Implemented Model where 67% of the respondents (six teachers) indicated that staff development took place once a week. Responses to this question seem to indicate there may have been confusion on the part of the teachers as to what constitutes staff development. It would seem that some respondents either did not consider as staff development all the services rendered by on-site staff developers, or they were not aware they were receiving services. The question was intended to include all in-service training received from the on-site staff developers. (This item will be reworded to insure uniform responses for any future use of this questionnaire.)

Due to the misgivings noted above regarding the clarity of the item concerning the frequency of staff development, it was judged best to eliminate from the discussion any consideration of teacher responses to the item which addresses the effectiveness of staff development. The actual item-response N's and %'s, by model and total program, are included in the appendix for this as for all other items, but attempting to interpret or draw conclusions from the data seems unwarranted and could very well result in misrepresentation.

This response ambiguity applies to teacher returns only. Data from other respondents are accordingly analyzed in the paragraphs that follow.

Staff developers indicated that they received staff development as follows: once a week for two respondents, every other week for one respondent, once a month for seven respondents, as needed for one, and not at all for another. The training was rated very effective by nine respondents, somewhat effective by four, and one staff developer gave no opinion.

Principals rated the effectiveness of the staff development program on a scale of 1 to 5. Thirteen of the sixteen who responded to the questionnaire rated staff development favorably, two gave a neutral response, and only one considered it ineffective.

Responses from all classroom aides in the program show that staff development took place once a week for 21%, every two weeks for 18%, once a month for 33%, while 11% checked the "Other" category. Another 18% did not respond to the question. All aides in the Parent Implemented Model received training once a week. A substantial number (42%) in the Behavior Analysis Model had it every two weeks, and the majority (56%) in the EDC Model indicated once a month. Staff development was rated very effective by 61% of all aides in the program, with model variations ranging from a low of 17% in the Bank Street Model to a high of 84% in the EDC Model.

Personal and Social Development of Pupils

Across models, at least 63% of the teachers indicated their models were effective in helping a child think for himself, relate to his peers, and view school as a positive experience (Questions 12 to 14). The EDC Model had the most favorable responses to these items (78%, 75%, and 78%, respectively), while the Florida Parent Model had the lowest rates (41%, 50%, and 50%). Principals rated their models more favorably for helping a child think for himself (82%) than for teaching a child to relate to his age group (57%) or viewing school as a positive experience (69%). Staff developers indicated their models were very effective (86% to 92%) in all three areas. In every model the ratings of classroom aides were significantly higher than those of teachers. Most (91%) of the EDC aides and all in the Parent Implemented Model felt their models were doing an effective job in helping the child to think for himself.

From 90 to 94% of the K-3 parents, compared to 86-89% of the fourth grade parents, indicated their children enjoy school and are learning to think for themselves and get along with their peers.

Assessment of Curriculum

In response to Question 11 (How closely related are Follow Through model ideals to your education and training experiences?), 50% of the total teaching staff, 65% of the staff developers, and 57% of the principals answered favorably ("1" and "2" responses on a 1-to-5 continuum). Teachers in the EDC Model indicated the highest degree of relationship (65%), while only a 33% rate was found in the Parent Implemented Model, which uses the Philadelphia Process curriculum.

The effectiveness of the Follow Through approach to academic areas was generally considered most favorably by the aides, followed in order by staff developers, teachers, and principals. The most effective areas, according to all teachers collectively, were Oral Expression, Reading, Arithmetic, and Creative Activities. Staff developers considered the approach to Oral Expression, Reading, Creative Activities, and Social Studies the most satisfactory. Aides collectively rated Reading, Arithmetic, Oral Expression, and Creative Activities most favorably. In the opinion of principals, the subjects most effectively taught were Oral Expression, Reading, Handwriting, Written Expression, and Creative Activities.

Over 80% of the Bank Street teachers rated their models effective in all academic areas except Science and Handwriting (64% and 59%, respectively). The Behavior Analysis Model was rated effective in Reading (73%), Arithmetic (69%), and Handwriting (69%), but not in Science (12%), Social Studies (19%), or Creative Activities (20%). Bilingual Model teachers rated Social Studies and Oral Expression (88% each) higher than Reading (56%), Arithmetic (44%), and Science (48%). Creative Activities was found to be the most effective (94%) area in the EDC Model, followed closely by Reading (85%) and Arithmetic (85%). Teachers in the Florida Parent Model indicated the approach to Oral

Expression was most effective (83%) and Social Studies (50%) and Science (40%) the least effective. Oral Expression (89%) and Reading (78%) were the most highly rated subjects in the Parent Implemented Model, while teachers in the Philadelphia Process Model considered Science (67%), Reading (66%), and Oral Expression (66%) the most effective areas.

The approach to Reading, in sum, was considered effective by twelve of fourteen staff developers, ten of sixteen principals, 88% of all aides, and 72% of the total teaching staff. The teacher rates were distributed across the models as follows: 83% in Bank Street, 73% in Behavior Analysis, 56% in Bilingual, 85% in EDC, 66% in Florida Parent, 78% in Parent Implemented, and 66% in Philadelphia Process. No direct attempt is being made at present to relate teacher perceptions to actual performance, though there is some general correspondence (except as regards EDC in particular) between the effectiveness ratings above and the various models' performance patterns over the years.

According to Table 5, when responses from kindergarten through third grade parents were combined, most parents approved the methods of teaching academic subjects. Across models, positive responses were highest for Speaking Skills (92%), Creative Activities (92%), Writing Skills (90%), Reading (87%), and Arithmetic (87%). The teaching of Science and Social Studies was rated less favorably (60% and 62%, respectively), possibly because parents of kindergarten and first grade pupils were not aware that their children were receiving instruction in these two areas. The positive responses for Science were 31%, 58%, 70%, and 77% for kindergarten, first grade, second grade, and third grade, respectively. For Social Studies the rates were 33%, 57%, 74% and 81%, respectively. Fourth grade data showed even more positive attitudes toward Science and Social Studies instruction (83% and 85%, respectively). In the other subject areas the results were similar to the pattern already described.

TABLE 5

PARENTS' ASSESSMENT OF THE TEACHING OF ACADEMIC SUBJECTS

(PERCENTAGES BASED ON NUMBER OF POSITIVE RESPONSES TO QUESTIONNAIRE)

Subjects	Models							
	Bank Street N=82	Behavior Analysis N=124	Bilingual N=97	EDC N=117	Florida Parent N=38	Parent Impl. N=27	Phila. Process N=93	Total Program N=578
Reading	84	88	87	84	89	93	90	87
Arithmetic	84	86	89	86	89	85	91	87
Science	66	61	67	45	53	74	62	60
Social Studies	63	64	81	44	45	78	62	62
Writing Skills	94	87	90	84	92	100	96	90
Speaking Skills	89	91	92	90	92	96	96	92
Creative Activities	95	95	93	83	97	89	92	92

Importance of Pre-School Experience

There was agreement among teachers, staff developers, and principals about the value of pre-school experience for pupils. Responses indicated 81% of the principals, 78% of the staff developers, and 85% of the teachers considered pre-school exposure important for success in all Follow Through models. Especially high rates were found in the Florida Parent (100%), Bilingual (92%), and Parent Implemented (89%) Models.

Classroom Aide Participation

Classroom aides have participated in the program for varying lengths of time. Only 11% of the respondents, however, indicated one year of service, and 72% have been associated with it for at least five years. One-fourth have worked in the program since its beginning in 1968.

Responses from all aides in the program show that, on a regular basis, only 5% assist in instructing the whole class, while 90% help with small groups, and 67% work with individual pupils. A similar pattern, with almost exactly the same percentages, was found in the Bilingual, EDC, and Philadelphia Process Models. More assisting of individual children was found in the Bank Street, Florida Parent, and Parent Implemented Models. In the Behavior Analysis Model, 92% of the aides reported they worked with small groups regularly, while 33% indicated they aided individual children on a regular basis. All aides in the Parent Implemented Model reported working with small groups and individuals on a regular basis.

Classroom aides were rated effective by 81% of the principals, 86% of the staff developers, and 89% of the teachers. The rate varied slightly within models: 83% in Bank Street, 96% in Behavior Analysis, 92% in Bilingual, 90% in EDC, 83% in Florida Parent, 78% in Parent Implemented, and 89% in Philadelphia Process.

Parent Involvement

Since one of the program's primary goals is extensive parent involvement, the parent survey provided a means for parents to give their perceptions of the success of this component. The data collected seem to clearly indicate that parent involvement is a reality. Questionnaire responses show that the level of parent interest and participation is high. In the program as a whole, as well as in individual models, more than 95% agreed they were developing a greater interest in their children's education. A greater concern for their own education was expressed by 80% of all parents, ranging from a high of 98% in the Philadelphia Process Model to a low of 58% in the Florida Parent Model. Approximately 90% indicated they felt comfortable with school personnel and their opinions were respected. The majority (64%) attended school meetings, and 73% expressed interest in working at the schools.

Teachers' perceptions of one aspect of parent involvement were not very positive, however. Their ratings of parent volunteers indicated that only 32% of all teachers in the program thought that parent volunteers were effective in the classroom. The rate ranged from a low of 18% in the Bank Street Model to a high of 44% in the Parent Implemented Model. Staff developers and principals reported a higher rate of effectiveness (50% and 63%, respectively).

Parent scholars were found to be effective by 69% of the principals, 58% of the staff developers, and 50% of the teachers in sites where parent scholars are hired. The latter rate was based on an analysis of teacher responses from the Behavior Analysis, Florida Parent, Parent Implemented, and Philadelphia Process Models (N=65) only. This questionnaire item was not applicable to the other three models where no parent scholarship program

was operating.

Program Impact

Working in the Follow Through Program clarified ideas of what education should do for the child for 74% of all teachers, 93% of the staff developers, 51% of the principals, and 94% of the aides. All staff developers, 85% of the teachers, and 50% of the principals reported an increase of interest in individualized instruction. Nearly all (98%) of the aides increased their interest in school. Exposure to the program was responsible for strengthening interest in reaching pupils' homes for 78% of the teachers, 86% of the staff developers, 89% of the aides, and 63% of the principals.

Another indicator of the program's impact was found in the large percentage (85%) of aides who stated they had become interested in furthering their own education as a result of their employment.

Parents, staff developers, teachers, and aides expressed an overwhelming vote of confidence in the program in response to the question, "Would you like to see the Follow Through Program continued?" All of the staff developers, 96% of the parents, 98% of the aides, and 83% of the teachers answered affirmatively. The teacher response rate by model was 88% in Bank Street, 88% in Behavior Analysis, 84% in Bilingual, 94% in EDC, 50% in Florida Parent, 78% in Parent Implemented, and 78% in Philadelphia Process. In every model over 90% of the aides answered positively.

An open-ended question gave respondents an opportunity to specify their reasons for or against the continuation of the program, and most (86% of the teachers, 86% of the staff developers, and 88% of the aides) responded with at least one reason. Since many gave multiple reasons, the sum of percentages

for this questionnaire item (as shown in the appendix) will exceed one hundred. All reasons elicited by the questionnaires were coded according to ten response categories as follows:

Code	Reasons for Program Continuance/Discontinuance
1	Benefits children; good program, model, method; motivates children
2	Good curriculum; individualized instruction; teaches children to think for themselves; encourages responsibility
3	Extra services and programs for children; more personnel, materials, supplies in classroom; smaller class size
4	Benefits parents, home, community
5	Benefits teachers (Applies to Teachers' Questionnaire only) Benefits aides; provides employment for aides (Applies to Aides' Questionnaire only)
6	Help from model advisors; in-service training
7	Needs revision in curriculum and implementation; could be better; program lacks creativity and independence from adults; better than nothing
8	No benefit to anyone; hurting children; money wasted; children missing out on essentials
9	Stifles the teacher; precludes initiative of teacher
10	No reasons submitted

Teachers endorsed the program for a variety of reasons. The majority (62%) felt the program should be continued because it benefited and motivated pupils and provided a good curriculum and/or individualized instruction. Some (25%) stated that the program had provided more personnel, materials, and supplies in the classroom. Others (14%) mentioned that the program had benefited parents and communities as much as the children it served.

A small minority (15% across models, but 50% of all Florida Parent Model teachers) did suggest that the program needed more effective implementation through revision in curriculum or management.

According to staff developers, the program provided a good curriculum with individualized instruction, taught children to think for themselves, fostered their responsibility, provided supportive services, increased personnel, materials and supplies in the classroom, and benefited the parents, the home, and the community as well as the children.

A substantial number of aides across models (50%) felt the program benefited and motivated children. Some (39%) expressed satisfaction with the curriculum. Others (24%) noted advantages to parents, home, and community. Some (15%) mentioned the availability of supportive services and more personnel and materials in the classroom. Others (13%) stated the program provided employment opportunities and rewarding experiences working with children. Only 5% of all aides suggested a need for better implementation or revisions of model curricula.

Comparison of Data from the 1972 and 1976 Surveys

Since some of this year's questionnaire items were identical to questions presented to parents and school personnel four years ago, comparisons of findings from both surveys were made in the areas of parent interest and participation, effectiveness of curriculum, and attitudes toward program continuance/discontinuance.

It has already been reported that 98% of the parents indicated that they had developed a greater interest in their children's schooling and that 80% had taken a greater interest in their own education. The corresponding rates

in 1972 were high also, 96% and 78% respectively. There were substantially higher percentages in 1976 compared with 1972 in (1) attending school meetings: 64% in 1976 vs. 44% in 1972, (2) feeling comfortable speaking to school personnel: 93% vs. 83%, (3) wanting to work in the school: 73% vs. 54%, and (4) feeling their opinions were respected in the school: 92% vs. 76%.

Regarding program continuance/discontinuance, 96% of the parents answered positively this year, an increase of 4% over the 1972 rate. The percentage of favorable responses from aides (98%) and teachers (83%) showed no change since 1972.

According to the teaching staff four years ago, the most effective curriculum areas were Oral Expression (73%), Reading (67%), Arithmetic (61%), and Creative Activities (60%). A slight increase in the percentage of positive responses for the same subjects was evident in 1976: Oral Expression (77%), Reading (72%), Arithmetic (69%), and Creative Activities (64%).

Summary and Conclusions

All teachers, classroom aides, principals, staff developers, and 10% of the parents were surveyed for their opinions and perceptions of various aspects of the Follow Through Program. The response rates were 89% for principals, 78% for staff developers, 69% for teachers (K-3), and 65% for K-3 aides.

Most teachers, aides, staff developers, and principals felt their respective models were helping pupils' personal, social, and academic development. Over 90% of the parents indicated their children enjoy school and are learning to think for themselves and get along with their peers.

Most parents approved the particular approach to teaching academic

subjects. Positive responses were highest for Speaking Skills (92%), Creative Activities (92%), Writing Skills (90%), Reading (87%), and Arithmetic (87%). According to teachers across all models, the most effective subject areas were Oral Expression (77%), Reading (72%), Arithmetic (69%), and Creative Activities (64%).

At least 75% of the respondents in all categories considered pre-school experience important for success in the Follow Through Program.

Nearly all aides (90%) worked with small groups regularly, while 67% helped individual pupils on a regular basis. At least 80% of the teachers, principals, and staff developers thought the aides were doing an effective job in the classroom.

Responses from parents indicated a high level of parent interest and participation. Nearly all (98%) stated they were developing a greater interest in their children's schooling, while 80% also expressed a concern for furthering their own education. Over 90% indicated that they felt comfortable with school personnel and that their opinions were respected. The majority (64%) reported that they attended school meetings, and 73% expressed interest in working at the schools. Parent scholars were rated effective by 50% of the teachers, 58% of the staff developers, and 69% of the principals. Parent volunteers were rated less favorably by teachers (32%), staff developers (50%), and principals (63%).

Indications of the program's impact were found in the large percentages of school personnel who reported increased interest in individualized instruction, reaching pupils' homes, and furthering their own education. Respondents also gave the program an overwhelming vote of confidence in response to the question, "Would you like to see the Follow Through Program

continued?" All of the staff developers, 83% of the teachers, 98% of the classroom aides, and 96% of the parents answered affirmatively. The principal reasons given for program continuation were 1) overall benefits to children, 2) the type of instructional model and/or individualized instruction, 3) supportive services and more personnel and materials in the classroom, and 4) benefits to parents, home, and community.

In conclusion, it seems evident that the program continues to enjoy, as evidenced by comparing 1976 and 1972 findings, the support and interest of the vast majority of school personnel and parents associated with it. This support is not, naturally, to be taken as a guarantee of program success; neither does it seem reasonable, however, to overlook it as an element to be considered in determining the overall degree of success of the program.

APPENDIX

THE SCHOOL DISTRICT OF PHILADELPHIA
Office of Research and Evaluation
Follow Through Evaluation, April, 1976

FOLLOW THROUGH PRINCIPAL'S RATING FORM

1. Follow Through Model Total Program N=16

* 2. Circle each year in which you have participated in the Follow Through Program.

1968-69 1969-70 1970-71 1971-72

1972-73 1973-74 1974-75 1975-76

3. How many years have you been a principal?

	N	%
Less than 2	1	6
2-5	6	38
5-10	5	31
More than 10	4	25

*

Years	N	%
1	3	19
2	3	19
3	0	0
4	0	0
5	1	6
6	2	13
7	3	19
8	4	25

4. How many years of teaching experience do you have?

	N	%
Less than 2	0	0
2-5	0	0
5-10	1	6
More than 10	15	94

5. Sex:	N	%
Male	13	81
Female	3	19

6. Age:	N	%
Under 30	0	0
30-50	12	75
Over 50	4	25

34

Please answer the following questions on a scale from 1-5, where 1 indicates a positive response and 5 a negative one (CIRCLE ANSWERS).

	CLOSELY RELATED 1		2		3		4		NOT AT ALL RELATED 5		NO RESPONSE	
	N	%	N	%	N	%	N	%	N	%	N	%
7. How closely related is your Follow Through Model to your teacher training background?	0	0	3	19	5	31	3	19	5	31	0	0
8. How closely related is your role in the Follow Through Model to your administrative experience?	6	38	7	44	2	13	1	6	0	0	0	0
9. How closely related are the Model ideals to your education and training experiences.	2	13	7	44	4	25	1	6	1	6	1	6

How effective is your Follow Through Model for helping a child:	VERY 1		2		3		4		NOT AT ALL 5	
	N	%	N	%	N	%	N	%	N	%
10. Think for himself	2	13	11	69	2	13	1	6	0	0
11. Learn to relate to his age group	3	19	6	38	7	44	0	0	0	0
12. View school as a positive experience . . .	6	38	5	31	5	31	0	0	0	0

---

13. In general, how important do you think pre-school experience is for success in your Follow Through Model?

VERY IMPORTANT 1		2		3		4		NOT AT ALL IMPORTANT 5	
N	%	N	%	N	%	N	%	N	%
8	50	5	31	2	13	0	0	1	6

---

14. In your opinion, how effective is Staff Development in the Program?

VERY EFFECTIVE 1		2		3		4		NOT AT ALL EFFECTIVE 5	
N	%	N	%	N	%	N	%	N	%
7	44	6	38	2	13	1	6	0	0

Again on a scale of 1-5, how well does the Follow Through Model provide an effective approach to the following academic areas? (CIRCLE ALL THAT APPLY.)

	VERY 1		2		3		4		NOT AT ALL 5		NO RESPONSE	
	N	%	N	%	N	%	N	%	N	%	N	%
15. Reading	7	44	3	19	5	31	1	6	0	0	0	0
16. Arithmetic	5	31	3	19	5	31	3	19	0	0	0	0
17. Social Studies	7	44	0	0	5	31	3	19	0	0	1	6
18. Science	3	19	5	31	6	38	2	13	0	0	0	0
19. Handwriting Skills	6	38	4	25	4	25	1	6	1	6	0	0
20. Written Expression	5	31	5	31	6	38	0	0	0	0	0	0
21. Oral Expression	9	56	2	13	3	19	1	6	1	6	0	0
22. Creative Activities	5	31	5	31	5	31	1	6	0	0	0	0

How important has the Follow Through Model been in:	VERY 1		2		3		4		NOT AT ALL 5	
	N	%	N	%	N	%	N	%	N	%
23. clarifying your ideas of what education should do for the child	2	13	6	38	5	31	1	6	2	13
24. increasing your interest in individualized instruction	5	31	3	19	4	25	1	6	3	19
25. increasing your interest in reaching the home	6	38	4	25	3	19	0	0	3	19
26. increasing your interest in teacher development	5	31	6	38	3	19	0	0	2	13

Please indicate on the chart below the kinds of classroom help available to Follow Through classes in your Model, and how effective you think they are.

Type of Classroom Help:	Circle if used in Classroom		VERY 1		2		3		4		NOT AT ALL 5		NO RESPONSE	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
27. full time aide	15	94	12	75	1	6	3	19	0	0	0	0	0	0
28. parent volunteers	14	87	7	44	3	19	4	25	1	6	0	0	1	6
29. parent scholars	15	93	8	50	3	19	3	19	1	6	0	0	1	6

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE.

THE SCHOOL DISTRICT OF PHILADELPHIA
Office of Research and Evaluation
Follow Through Evaluation, April, 1976

FOLLOW THROUGH STAFF DEVELOPER AND TEACHER QUESTIONNAIRE

Please circle the number or supply the information requested to answer the questions below.

1. School _____

2. Follow Through Model Total Program

3.

	N	%
Staff Developer	14	100
Teacher		

* 4. Circle each year in which you have participated in the Follow Through Program.

1968-69 1969-70 1970-71 1971-72
1972-73 1973-74 1974-75 1975-76

5. How many years of teaching experience do you have?

	N	%
Less than 2	0	0
2-5	0	0
5-10	1	7
More than 10	13	93

* Years	N	%
5	2	14
7	5	36
8	7	50

6. What is the highest level of school you completed?

	N	%
BA	3	21
MA	5	36
MA+	6	43

7. Sex:

	N	%
Male	1	7
Female	13	93

8. Age:

	N	%
Under 30	0	0
30-50	8	57
Over 50	4	29
No Response	2	14

9. How often do you receive Staff Development?

	N	%
Once a week	2	14
Every other week	1	7
Once a month	7	50
Other	3	21
No Response	1	7

10. In your opinion how effective is the Staff Development Program?

	N	%
Very effective	9	64
Somewhat effective	4	29
Not at all effective	0	0
No Response	1	7

11. How closely related are Follow Through model ideals to your education and training experiences?

1		2		3		4		5	
N	%	N	%	N	%	N	%	N	%
4	29	5	36	3	21	2	14	0	0

How effective is your Follow Through Model for helping a child.....	VERY EFFECTIVE 1		2		3		NOT AT ALL EFFECTIVE 4		5	
	N	%	N	%	N	%	N	%	N	%
12. Think for himself . . .	7	50	5	36	1	7	0	0	1	7
13. Learn to relate to his age group	7	50	5	36	2	14	0	0	0	0
14. View school as a positive experience	10	71	3	21	1	7	0	0	0	0

How well does the Follow Through Model provide an effective approach to the following academic areas?	VERY WELL 1		2		3		4		POORLY 5		No Response	
	N	%	N	%	N	%	N	%	N	%	N	%
15. Reading . . .	8	57	4	29	1	7	0	0	0	0	1	7
16. Arithmetic . . .	6	43	4	29	2	14	0	0	0	0	2	14
17. Social Studies . . .	7	50	4	29	1	7	1	7	0	0	1	7
18. Science . . .	4	29	5	36	2	14	1	7	0	0	2	14
19. Handwriting Skills . . .	4	29	3	21	5	36	1	7	0	0	1	7
20. Written Expression . . .	6	43	3	21	3	21	0	0	0	0	2	14
21. Oral Expression . . .	11	79	1	7	2	14	0	0	0	0	0	0
22. Creative Activities . . .	10	71	2	14	1	7	0	0	0	0	1	7

Please indicate the effectiveness of the various types of classroom help available to you.

Type of Classroom Help	VERY EFFECTIVE 1		2		3		4		NOT AT ALL EFFECTIVE 5		No Response	
	N	%	N	%	N	%	N	%	N	%	N	%
23. Full time aide	12	86	0	0	0	0	0	0	0	0	2	14
24. Parent volunteers	2	14	5	36	2	14	1	7	1	7	3	21
25. Parent Scholars	4	29	4	29	2	14	0	0	1	7	3	21

Has working in the Follow Through Model:	Yes		No		No Response	
	N	%	N	%	N	%
26. Clarified your ideas of what education should do for the child	13	93	0	0	1	7
27. Increased your interest in individualized instruction	14	100	0	0	0	0
28. Increased your interest in reaching the home	12	86	2	14	0	0

29. In general, how important do you think pre-school experience is for success in the Follow Through Model?

VERY IMPORTANT 1		2		3		4		NOT AT ALL IMPORTANT 5	
N	%	N	%	N	%	N	%	N	%
10	71	1	7	2	14	1	7	0	0

30. Would you like to see the Follow Through Program continued?

	N	%
Yes	14	100
No	0	0
Don't Know	0	0

31. Please specify the reasons for your response to Question 30.

	1	2	3	4	5	6	7	8	9	10
N	6	7	5	5	1	1	0	0	0	2
%	43	50	36	36	7	7	0	0	0	14

SEE PAGE 15 FOR EXPLANATION OF RESPONSE CATEGORIES

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE

THE SCHOOL DISTRICT OF PHILADELPHIA
Office of Research and Evaluation
Follow Through Evaluation, April, 1976

FOLLOW THROUGH STAFF DEVELOPER AND TEACHER QUESTIONNAIRE

Please circle the number or supply the information requested to answer the questions below.

1. School _____

2. Follow Through Model Total Program K-3

3.

	N	%
Staff Developer		
Teacher	139	100

Grade	N	%	Grade	N	%
K	39	28	2	34	24
1	33	24	3	33	24

* 4. Circle each year in which you have participated in the Follow Through Program.

1968-69 1969-70 1970-71 1971-72
1972-73 1973-74 1974-75 1975-76

5. How many years of teaching experience do you have?

	N	%
Less than 2	10	7
2-5	34	24
5-10	33	24
More than 10	61	44
No Response	1	1

*

Years	N	%	Years	N	%
1	17	12	5	17	12
2	17	12	6	19	14
3	14	10	7	14	10
4	23	17	8	14	10
			N.A.	4	3

6. What is the highest level of school you completed?

	N	%
BA	84	60
MA	31	22
MA+	23	17
No Response	1	1

7. Sex:

	N	%
Male	5	4
Female	133	96
No Response	1	1

8. Age:

	N	%
Under 30	42	30
30-50	70	50
Over 50	20	14
No Response	7	5

9. How often do you receive Staff Development?

	N	%
Once a week	20	14
Every other week	23	17
Once a month	35	25
Other	48	35
No Response	13	9

10. In your opinion how effective is the Staff Development Program?

	N	%
Very effective	62	45
Somewhat effective	50	36
Not at all effective	15	11
No Response	12	9

11. How closely related are Follow Through model ideals to your education and training experiences?

1		2		3		4		5		No Response	
N	%	N	%	N	%	N	%	N	%	N	%
28	20	42	30	35	25	11	8	12	9	11	8

How effective is your Follow Through Model for helping a child.....	VERY EFFECTIVE 1		2		3		4		NOT AT ALL EFFECTIVE 5		No Response	
	N	%	N	%	N	%	N	%	N	%	N	%
12. Think for himself	48	35	39	28	37	27	8	6	7	5	0	0
13. Learn to relate to his age group	56	40	39	28	34	24	5	4	4	3	1	1
14. View school as a positive experience	56	40	40	29	31	22	8	6	3	2	1	1

How well does the Follow Through Model provide an effective approach to the following academic areas?	VERY WELL 1		2		3		4		POORLY 5		No Response	
	N	%	N	%	N	%	N	%	N	%	N	%
15. Reading	63	45	38	27	27	19	3	2	6	4	2	1
16. Arithmetic	59	42	37	27	26	19	11	8	5	4	1	1
17. Social Studies	49	35	31	22	38	27	11	8	7	5	3	2
18. Science	41	29	31	22	40	29	14	10	10	7	3	2
19. Handwriting Skills	39	28	43	31	40	29	11	8	4	3	2	1
20. Written Expression	39	28	43	31	29	21	12	9	9	6	7	5
21. Oral Expression	65	47	42	30	15	11	10	7	7	5	0	0
22. Creative Activities	57	41	32	23	28	20	12	9	10	7	0	0

Please indicate the effectiveness of the various types of classroom help available to you.

Type of Classroom Help	VERY EFFECTIVE 1 N	1 %	2 N	2 %	3 N	3 %	4 N	4 %	NOT AT ALL EFFECTIVE 5 N	5 %	No Response N	No Response %
23. Full time aide	107	77	17	12	9	6	4	3	0	0	2	1
24. Parent volunteers	16	12	28	20	28	20	17	12	21	15	29	21
25. Parent Scholars (If Applicable) N=65	21	32	12	19	21	32	8	12	3	5	0	0

Has working in the Follow Through Model:	Yes N	Yes %	No N	No %	No Response N	No Response %
26. Clarified your ideas of what education should do for the child	103	74	28	20	8	6
27. Increased your interest in individualized instruction	118	85	15	11	6	4
28. Increased your interest in reaching the home	109	78	26	19	4	3

29. In general, how important do you think pre-school experience is for success in the Follow Through Model?

VERY IMPORTANT 1 N	1 %	2 N	2 %	3 N	3 %	4 N	4 %	NOT AT ALL IMPORTANT 5 N	5 %
96	69	22	16	18	13	2	1	1	1

30. Would you like to see the Follow Through Program continued?

	N	%
Yes	116	83
No	7	5
Don't Know	14	10
No Response	2	1

31. Please specify the reasons for your response to Question 30.

	1	2	3	4	5	6	7	8	9	10	
N	42	45	35	10	10	3	21	5	0	20	
%	30	32	25	7	7	2	15	4	0	14	

SEE PAGE 15 FOR EXPLANATION OF RESPONSE CATEGORIES

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE

THE SCHOOL DISTRICT OF PHILADELPHIA
Office of Research and Evaluation
Follow Through Evaluation, April, 1976

FOLLOW THROUGH STAFF DEVELOPER AND TEACHER QUESTIONNAIRE

Please circle the number or supply the information requested to answer the questions below.

1. School _____

2. Follow Through Model Bank Street K-3

3.

	N	%
Staff Developer		
Teacher	17	100

Grade	N	%	Grade	N	%
K	4	24	2	5	29
1	4	24	3	4	24

* 4. Circle each year in which you have participated in the Follow Through Program.

1968-69 1969-70 1970-71 1971-72
1972-73 1973-74 1974-75 1975-76

5. How many years of teaching experience do you have?

	N	%
Less than 2	0	0
2-5	5	29
5-10	3	18
More than 10	9	53

*

Years	N	%	Years	N	%
2	2	12	6	2	12
3	2	12	7	2	12
4	2	12	8	1	6
5	5	29	N.R.	1	6

6. What is the highest level of school you completed?

	N	%
BA	10	59
MA	6	35
MA+	1	6

7. Sex:

	N	%
Male	1	6
Female	16	94

8. Age:

	N	%
Under 30	5	29
30-50	6	35
Over 50	5	29
No Response	1	6

9. How often do you receive Staff Development?

	N	%
Once a week	2	12
Every other week	1	6
Once a month	6	35
Other	5	29
No Response	3	18

10. In your opinion how effective is the Staff Development Program?

Very effective	7	41
Somewhat effective	6	35
Not at all effective	1	6
No Response	3	18

11. How closely related are Follow Through model ideals to your education and training experiences?

1		2		3		4		5		No Response	
N	%	N	%	N	%	N	%	N	%	N	%
4	24	4	24	2	12	2	12	1	6	4	24

How effective is your Follow Through Model for helping a child.....	VERY EFFECTIVE 1		2		3		NOT AT ALL EFFECTIVE 4		5	
	N	%	N	%	N	%	N	%	N	%
12. Think for himself	6	35	5	29	6	35	0	0	0	0
13. Learn to relate to his age group	8	47	5	29	4	24	0	0	0	0
14. View school as a positive experience	7	41	7	41	3	18	0	0	0	0

How well does the Follow Through Model provide an effective approach to the following academic areas?	VERY WELL 1		2		3		4		POORLY 5	
	N	%	N	%	N	%	N	%	N	%
15. Reading	10	59	4	24	3	18	0	0	0	0
16. Arithmetic	13	76	3	18	1	6	0	0	0	0
17. Social Studies	8	47	8	47	1	6	0	0	0	0
18. Science	6	35	5	29	4	24	2	12	0	0
19. Handwriting Skills	3	18	7	41	6	35	1	6	0	0
20. Written Expression	9	53	6	35	2	12	0	0	0	0
21. Oral Expression	10	59	6	35	1	6	0	0	0	0
22. Creative Activities	9	53	5	29	3	18	0	0	0	0

Please indicate the effectiveness of the various types of classroom help available to you.

Type of Classroom Help	VERY EFFECTIVE 1 N	1 %	2 N	2 %	3 N	3 %	4 N	4 %	NOT AT ALL EFFECTIVE 5 N	5 %	No Response N	No Response %
23. Full time aide	12	71	2	12	1	6	1	6	0	0	1	6
24. Parent volunteers	0	0	3	18	3	18	2	12	4	24	5	29
25. Parent Scholars (Not Applicable)												

Has working in the Follow Through Model:	Yes N	Yes %	No N	No %	No Response N	No Response %
26. Clarified your ideas of what education should do for the child	13	76	3	18	1	6
27. Increased your interest in individualized instruction	16	94	0	0	1	6
28. Increased your interest in reaching the home	14	82	3	18	0	0

29. In general, how important do you think pre-school experience is for success in the Follow Through Model?

VERY IMPORTANT 1 N	1 %	2 N	2 %	3 N	3 %	4 N	4 %	NOT AT ALL IMPORTANT 5 N	5 %
11	65	3	18	3	18	0	0	0	0

30. Would you like to see the Follow Through Program continued?

	N	%
Yes	15	88
No	1	6
Don't Know	1	6

31. Please specify the reasons for your response to Question 30.

	1	2	3	4	5	6	7	8	9	10
N	5	4	7	2	0	0	4	0	0	2
%	29	24	41	12	0	0	24	0	0	12

SEE PAGE 15 FOR EXPLANATION OF RESPONSE CATEGORIES

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE

THE SCHOOL DISTRICT OF PHILADELPHIA
Office of Research and Evaluation
Follow Through Evaluation, April, 1976

FOLLOW THROUGH STAFF DEVELOPER AND TEACHER QUESTIONNAIRE

Please circle the number or supply the information requested to answer the questions below.

1. School _____

2. Follow Through Model _____
Behavior Analysis K-3

3.

	N	%
Staff Developer		
Teacher	26	100

Grade	N	%	Grade	N	%
K	10	38	2	5	19
1	5	19	3	6	23

* 4. Circle each year in which you have participated in the Follow Through Program.
1968-69 1969-70 1970-71 1971-72
1972-73 1973-74 1974-75 1975-76

5. How many years of teaching experience do you have?

	N	%
Less than 2	0	0
2-5	3	12
5-10	7	27
More than 10	15	58
No Response	1	4

* Years

Grade	N	%	Grade	N	%	Grade	N	%
1	1	4	4	5	19	7	5	19
2	1	4	5	1	4	8	3	12
3	3	12	6	6	23	N.R.	1	4

6. What is the highest level of school you completed?

	N	%
BA	19	73
MA	5	19
MA+	2	8

7. Sex:

	N	%
Male	0	0
Female	26	100

8. Age:

	N	%
Under 30	5	19
30-50	14	54
Over 50	4	15
No Response	3	12

9. How often do you receive Staff Development?

	N	%
Once a week	1	4
Every other week	9	35
Once a month	7	27
Other	8	31
No Response	1	4

10. In your opinion how effective is the Staff Development Program?

	N	%
Very effective	15	58
Somewhat effective	10	38
Not at all effective	1	4

11. How closely related are Follow Through model ideals to your education and training experiences?

1		2		3		4		5	
N	%	N	%	N	%	N	%	N	%
3	12	6	23	15	58	1	4	1	4

How effective is your Follow Through Model for helping a child.....	VERY EFFECTIVE 1		2		3		NOT AT ALL EFFECTIVE 4		5		No Response	
	N	%	N	%	N	%	N	%	N	%	N	%
12. Think for himself . . .	4	15	7	27	8	31	4	15	3	12	0	0
13. Learn to relate to his age group	8	31	7	27	10	38	0	0	0	0	1	4
14. View school as a positive experience	8	31	8	31	8	31	1	4	0	0	1	4

How well does the Follow Through Model provide an effective approach to the following academic areas?	VERY WELL 1		2		3		4		POORLY 5		No Response	
	N	%	N	%	N	%	N	%	N	%	N	%
15. Reading . . .	13	50	6	23	6	23	1	4	0	0	0	0
16. Arithmetic . . .	11	42	7	27	4	15	4	15	0	0	0	0
17. Social Studies . . .	1	4	4	15	7	27	6	23	6	23	2	8
18. Science . . .	1	4	2	8	9	35	8	31	6	23	0	0
19. Handwriting Skills . . .	11	42	7	27	5	19	3	12	0	0	0	0
20. Written Expression . . .	4	15	5	19	5	19	7	27	3	12	2	8
21. Oral Expression . . .	5	19	7	27	5	19	6	23	3	12	0	0
22. Creative Activities . . .	3	12	2	8	9	35	5	19	7	27	0	0

Please indicate the effectiveness of the various types of classroom help available to you.

Type of Classroom Help	VERY EFFECTIVE 1		2		3		4		NOT AT ALL EFFECTIVE 5	
	N	%	N	%	N	%	N	%	N	%
23. Full time aide	20	77	5	19	1	4	0	0	0	0
24. Parent volunteers	4	15	6	23	9	35	5	19	2	8
25. Parent Scholars	10	38	5	19	7	27	3	12	1	4

Has working in the Follow Through Model:	Yes		No		No Response	
	N	%	N	%	N	%
26. Clarified your ideas of what education should do for the child	20	77	5	19	1	4
27. Increased your interest in individualized instruction	23	88	3	12	0	0
28. Increased your interest in reaching the home	22	85	4	15	0	0

29. In general, how important do you think pre-school experience is for success in the Follow Through Model?

VERY IMPORTANT 1		2		3		4		NOT AT ALL IMPORTANT 5	
N	%	N	%	N	%	N	%	N	%
18	69	4	15	4	15	0	0	0	0

30. Would you like to see the Follow Through Program continued?

	N	%
Yes	23	88
No	0	0
Don't Know	2	8
No Response	1	4

31. Please specify the reasons for your response to Question 30.

	1	2	3	4	5	6	7	8	9	10
N	11	8	6	4	3	0	5	0	0	5
%	42	31	23	15	12	0	19	0	0	19

SEE PAGE 15 FOR EXPLANATION OF RESPONSE CATEGORIES

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE

THE SCHOOL DISTRICT OF PHILADELPHIA
Office of Research and Evaluation
Follow Through Evaluation, April, 1976

FOLLOW THROUGH STAFF DEVELOPER AND TEACHER QUESTIONNAIRE

Please circle the number or supply the information requested to answer the questions below.

1. School _____

2. Follow Through Model Bilingual K to 3

_____

3.

	N	%
Staff Developer		
Teacher	25	100

Grade	N	%	Grade	N	%
K	6	24	2	6	24
1	6	24	3	7	28

* 4. Circle each year in which you have participated in the Follow Through Program.

1968-69 1969-70 1970-71 1971-72
1972-73 1973-74 1974-75 1975-76

5. How many years of teaching experience do you have?

	N	%
Less than 2	2	8
2-5	8	32
5-10	6	24
More than 10	9	36

* Years	N	%	Years	N	%
1	2	8	5	4	16
2	5	20	6	4	16
3	3	12	7	3	12
4	4	16	8	0	0

6. What is the highest level of school you completed?

	N	%
BA	12	48
MA	8	32
MA+	5	20
No Response		

7. Sex:

	N	%
Male	1	4
Female	23	92
No Response	1	4

8. Age:

	N	%
Under 30	10	40
30-50	10	40
Over 50	2	8
No Response	3	12

9. How often do you receive Staff Development?

	N	%
Once a week	3	12
Every other week	2	8
Once a month	7	28
Other	10	40
No Response	3	12

10. In your opinion how effective is the Staff Development Program?

Very effective	15	60
Somewhat effective	4	4
Not at all effective	4	16
No Response	2	8

11. How closely related are Follow Through model ideals to your education and training experiences?

1		2		3		4		5		No Response	
N	%	N	%	N	%	N	%	N	%	N	%
4	16	10	40	6	24	0	0	2	8	3	12

How effective is your Follow Through Model for helping a child.....	VERY EFFECTIVE 1		2		3		4		NOT AT ALL EFFECTIVE 5	
	N	%	N	%	N	%	N	%	N	%
12. Think for himself . . .	11	44	7	28	4	16	1	4	2	8
13. Learn to relate to his age group	16	24	3	12	4	16	1	4	1	4
14. View school as a positive experience	14	56	4	16	5	20	1	4	1	4

How well does the Follow Through Model provide an effective approach to the following academic areas?	VERY WELL 1		2		3		4		POORLY 5		No Response	
	N	%	N	%	N	%	N	%	N	%	N	%
15. Reading . . .	10	40	4	16	5	20	1	4	3	12	2	8
16. Arithmetic . . .	8	32	3	12	6	24	3	12	4	16	1	4
17. Social Studies . . .	18	72	4	16	3	12	0	0	0	0	0	0
18. Science . . .	6	24	6	24	7	28	2	8	2	8	2	8
19. Handwriting Skills . . .	8	32	8	32	6	24	0	0	2	8	1	4
20. Written Expression . . .	5	20	9	36	5	20	1	4	2	8	2	12
21. Oral Expression . . .	19	76	3	12	1	4	1	4	1	4	0	0
22. Creative Activities . . .	13	52	4	16	4	16	2	8	2	8	0	0

Please indicate the effectiveness of the various types of classroom help available to you.

Type of Classroom Help	VERY EFFECTIVE 1		2		3		4		NOT AT ALL EFFECTIVE 5		No Response	
	N	%	N	%	N	%	N	%	N	%	N	%
23. Full time aide	22	88	1	4	2	8	0	0	0	0	0	0
24. Parent volunteers	2	8	4	16	4	16	2	8	4	16	9	36
25. Parent Scholars (Not Applicable)												

Has working in the Follow Through Model:	Yes		No		No Response	
	N	%	N	%	N	%
26. Clarified your ideas of what education should do for the child	20	80	4	16	1	4
27. Increased your interest in individualized instruction	20	80	4	16	1	4
28. Increased your interest in reaching the home	21	84	3	12	1	4

29. In general, how important do you think pre-school experience is for success in the Follow Through Model?

VERY IMPORTANT 1		2		3		4		NOT AT ALL IMPORTANT 5	
N	%	N	%	N	%	N	%	N	%
21	84	2	8	2	8	0	0	0	0

30. Would you like to see the Follow Through Program continued?

	N	%
Yes	21	84
No	2	8
Don't Know	2	8

31. Please specify the reasons for your response to Question 30.

	1	2	3	4	5	6	7	8	9	10	
N	10	9	5	2	2	0	2	1	0	3	
%	40	36	20	8	8	0	8	4	0	12	

SEE PAGE 15 FOR EXPLANATION OF RESPONSE CATEGORIES

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE

THE SCHOOL DISTRICT OF PHILADELPHIA
Office of Research and Evaluation
Follow Through Evaluation, April, 1976

FOLLOW THROUGH STAFF DEVELOPER AND TEACHER QUESTIONNAIRE

Please circle the number or supply the information requested to answer the questions below.

1. School _____

2. Follow Through Model EDC K to 3

3.

	N	%
Staff Developer		
Teacher	32	100

Grade	N	%	Grade	N	%
K	8	25	2	9	28
1	9	28	3	6	19

* 4. Circle each year in which you have participated in the Follow Through Program.

1968-69 1969-70 1970-71 1971-72
1972-73 1973-74 1974-75 1975-76

5. How many years of teaching experience do you have?

	N	%
Less than 2	3	9
2-5	8	25
5-10	9	28
More than 10	12	38

* Years	N	%	Years	N	%
1	6	19	5	2	6
2	4	13	6	4	13
3	4	13	7	1	3
4	4	13	8	6	19
			N.A.	1	3

6. What is the highest level of school you completed?

	N	%
BA	17	53
MA	5	16
MA+	9	28
No Response	1	3

7. Sex:

	N	%
Male	0	0
Female	32	100

8. Age:

	N	%
Under 30	9	28
30-50	20	63
Over 50	3	9

9. How often do you receive Staff Development?

	N	%
Once a week	7	22
Every other week	7	22
Once a month	11	34
Other	4	13
No Response	3	9

10. In your opinion how effective is the Staff Development Program?

	N	%
Very effective	17	53
Somewhat effective	12	38
Not at all effective	1	3
No Response	2	6

11. How closely related are Follow Through model ideals to your education and training experiences?

1		2		3		4		5		No Response	
N	%	N	%	N	%	N	%	N	%	N	%
11	34	10	31	4	13	4	13	1	3	2	6

How effective is your Follow Through Model for helping a child.....	VERY EFFECTIVE 1		2		3		NOT AT ALL EFFECTIVE 4		5	
	N	%	N	%	N	%	N	%	N	%
12. Think for himself . . .	14	44	11	34	7	22	0	0	0	0
13. Learn to relate to his age group	14	44	10	31	6	19	2	6	0	0
14. View school as a positive experience	15	47	10	31	5	16	2	6	0	0

How well does the Follow Through Model provide an effective approach to the following academic areas?	VERY WELL 1		2		3		4		POORLY 5		No Response	
	N	%	N	%	N	%	N	%	N	%	N	%
15. Reading . . .	13	41	14	44	5	16	0	0	0	0	0	0
16. Arithmetic . . .	13	41	14	44	5	16	0	0	0	0	0	0
17. Social Studies . . .	13	41	6	19	12	38	0	0	0	0	1	3
18. Science . . .	13	41	9	28	9	28	0	0	0	0	1	3
19. Handwriting Skills . . .	7	22	11	34	12	38	1	3	0	0	1	3
20. Written Expression . . .	13	41	13	41	5	16	0	0	0	0	1	3
21. Oral Expression . . .	16	50	11	34	4	13	1	3	0	0	0	0
22. Creative Activities . . .	21	66	9	28	2	6	0	0	0	0	0	0

Please indicate the effectiveness of the various types of classroom help available to you.

Type of Classroom Help	VERY EFFECTIVE 1 N	1 %	2 N	2 %	3 N	3 %	4 N	4 %	NOT AT ALL EFFECTIVE 5 N	5 %	No Response N	No Response %
23. Full time aide	26	81	3	9	2	6	1	3	0	0	0	0
24. Parent volunteers	5	16	7	22	5	16	3	9	2	6	10	31
25. Parent Scholars (Not Applicable)												

Has working in the Follow Through Model:	Yes N	Yes %	No N	No %	No Response N	No Response %
26. Clarified your ideas of what education should do for the child	24	75	5	16	3	9
27. Increased your interest in individualized instruction	27	84	2	6	3	9
28. Increased your interest in reaching the home	25	78	4	13	3	9

29. In general, how important do you think pre-school experience is for success in the Follow Through Model?

VERY IMPORTANT 1 N	1 %	2 N	2 %	3 N	3 %	4 N	4 %	NOT AT ALL IMPORTANT 5 N	5 %
21	66	4	13	6	19	0	0	1	3

30. Would you like to see the Follow Through Program continued?

	N	%
Yes	30	94
No	1	3
Don't Know	1	3

31. Please specify the reasons for your response to Question 30.

	1	2	3	4	5	6	7	8	9	10
N	11	13	11	4	4	3	1	1	0	2
%	34	41	34	13	13	9	3	3	0	6

SEE PAGE 15 FOR EXPLANATION OF RESPONSE CATEGORIES

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE

THE SCHOOL DISTRICT OF PHILADELPHIA
Office of Research and Evaluation
Follow Through Evaluation, April, 1976

FOLLOW THROUGH STAFF DEVELOPER AND TEACHER QUESTIONNAIRE

Please circle the number or supply the information requested to answer the questions below.

1. School _____

2. Follow Through Model Florida Parent K to 3

3.

	N	%
Staff Developer		
Teacher	12	100

Grade	N	%	Grade	N	%
K	3	25	2	2	17
1	4	33	3	3	25

4. Circle each year in which you have participated in the Follow Through Program.

1968-69 1969-70 1970-71 1971-72
1972-73 1973-74 1974-75 1975-76

5. How many years of teaching experience do you have?

	N	%
Less than 2	0	0
2-5	7	58
5-10	2	17
More than 10	3	25

Years	N	%	Years	N	%
1	2	17	4	5	42
2	2	17	5	1	8
3	1	8	N.A.	1	8

6. What is the highest level of school you completed?

	N	%
BA	7	58
MA	3	25
MA+	2	17

7. Sex:

	N	%
Male	2	17
Female	10	83

8. Age:

	N	%
Under 30	5	42
30-50	5	42
Over 50	2	17

9. How often do you receive Staff Development?

	N	%
Once a week	1	8
Every other week	3	25
Once a month	3	25
Other	5	42

10. In your opinion how effective is the Staff Development Program?

	N	%
Very effective	1	8
Somewhat effective	6	50
Not at all effective	2	17
No Response	3	25

11. How closely related are Follow Through model ideals to your education and training experiences?

1		2		3		4		5		No Response	
N	%	N	%	N	%	N	%	N	%	N	%
3	25	4	33	1	8	1	8	1	8	2	17

How effective is your Follow Through Model for helping a child.....	VERY EFFECTIVE 1		2		3		NOT AT ALL EFFECTIVE 4		5	
	N	%	N	%	N	%	N	%	N	%
12. Think for himself . . .	4	33	1	8	4	33	2	17	1	8
13. Learn to relate to his age group	3	25	3	25	3	25	0	0	3	25
14. View school as a positive experience	4	33	2	17	1	8	3	25	2	17

How well does the Follow Through Model provide an effective approach to the following academic areas?	VERY WELL 1		2		3		4		POORLY 5	
	N	%	N	%	N	%	N	%	N	%
15. Reading . . .	4	33	4	33	3	25	0	0	1	8
16. Arithmetic . . .	4	33	4	33	2	17	2	17	0	0
17. Social Studies . . .	3	25	3	25	3	25	2	17	1	8
18. Science . . .	2	17	4	33	3	25	1	8	2	17
19. Handwriting Skills . . .	5	42	3	25	1	8	2	17	1	8
20. Written Expression . . .	2	17	5	42	2	17	1	8	2	17
21. Oral Expression . . .	4	33	6	50	1	8	0	0	1	8
22. Creative Activities . . .	2	17	6	50	2	17	1	8	1	8

Please indicate the effectiveness of the various types of classroom help available to you.

Type of Classroom Help	VERY EFFECTIVE 1		2		3		4		NOT AT ALL EFFECTIVE 5		No Response	
	N	%	N	%	N	%	N	%	N	%	N	%
23. Full time aide	10	83	0	0	1	8	0	0	0	0	1	8
24. Parent volunteers	1	8	4	33	3	25	1	8	1	8	2	17
25. Parent Scholars	3	25	2	17	5	42	1	8	1	8	0	0

Has working in the Follow Through Model:	Yes		No	
	N	%	N	%
26. Clarified your ideas of what education should do for the child	8	67	4	33
27. Increased your interest in individualized instruction	9	75	3	25
28. Increased your interest in reaching the home	9	75	3	25

29. In general, how important do you think pre-school experience is for success in the Follow Through Model?

VERY IMPORTANT 1		2		3		4		NOT AT ALL IMPORTANT 5	
N	%	N	%	N	%	N	%	N	%
6	50	6	50	0	0	0	0	0	0

30. Would you like to see the Follow Through Program continued?

	N	%
Yes	6	50
No	1	8
Don't Know	5	42

31. Please specify the reasons for your response to Question 30.

	1	2	3	4	5	6	7	8	9	10	
N	0	1	2	4	0	0	6	1	0	0	
%	0	8	17	33	0	0	50	8	0	0	

SEE PAGE 15 FOR EXPLANATION OF RESPONSE CATEGORIES

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE

THE SCHOOL DISTRICT OF PHILADELPHIA
Office of Research and Evaluation
Follow Through Evaluation, April, 1976

FOLLOW THROUGH STAFF DEVELOPER AND TEACHER QUESTIONNAIRE

Please circle the number or supply the information requested to answer the questions below.

1. School _____

2. Follow Through Model Parent Implemented
K to 3

3.

	N	%
Staff Developer		
Teacher	9	100

Grade	N	%	Grade	N	%
K	3	33	2	2	22
1	1	11	3	3	33

* 4. Circle each year in which you have participated in the Follow Through Program.

1968-69 1969-70 1970-71 1971-72
1972-73 1973-74 1974-75 1975-76

5. How many years of teaching experience do you have?

	N	%
Less than 2	3	33
2-5	1	11
5-10	2	22
More than 10	3	33

* Years	N	%	Years	N	%
1	3	33	5	1	11
2	2	22	6	1	11
3	0	0	7	0	0
4	1	11	8	1	11

6. What is the highest level of school you completed?

	N	%
BA	6	67
MA	1	11
MA+	2	22

7. Sex:

	N	%
Male	1	11
Female	8	89

8. Age:

	N	%
Under 30	5	56
30-50	2	22
Over 50	2	22

9. How often do you receive Staff Development?

	N	%
Once a week	6	67
Every other week	0	0
Once a month	0	0
Other	1	11
No Response	2	22

58

10. In your opinion how effective is the Staff Development Program?

	N	%
Very effective	3	33
Somewhat effective	3	33
Not at all effective	2	22
No Response	1	11

11. How closely related are Follow Through model ideals to your education and training experiences?

1		2		3		4		5	
N	%	N	%	N	%	N	%	N	%
2	22	1	11	3	33	1	11	2	22

How effective is your Follow Through Model for helping a child.....	VERY EFFECTIVE 1		2		3		NOT AT ALL EFFECTIVE 4		5	
	N	%	N	%	N	%	N	%	N	%
12. Think for himself . . .	3	33	3	33	3	33	0	0	0	0
13. Learn to relate to his age group	2	22	3	33	4	44	0	0	0	0
14. View school as a positive experience	3	33	3	33	2	22	1	11	0	0

How well does the Follow Through Model provide an effective approach to the following academic areas?	VERY WELL 1		2		3		4		POORLY 5	
	N	%	N	%	N	%	N	%	N	%
15. Reading . . .	5	56	2	22	1	11	0	0	1	11
16. Arithmetic . . .	4	44	2	22	2	22	0	0	1	11
17. Social Studies . . .	3	33	2	22	3	33	1	11	0	0
18. Science . . .	4	44	2	22	3	33	0	0	0	0
19. Handwriting Skills . . .	3	33	2	22	2	22	1	11	1	11
20. Written Expression . . .	3	33	2	22	3	33	0	0	1	11
21. Oral Expression . . .	5	56	3	33	0	0	0	0	1	11
22. Creative Activities . . .	4	44	2	22	2	22	1	11	0	0

Please indicate the effectiveness of the various types of classroom help available to you.

Type of Classroom Help	VERY EFFECTIVE 1 N	1 %	2 N	2 %	3 N	3 %	4 N	4 %	NOT AT ALL EFFECTIVE 5 N	5 %
23. Full time aide	5	56	2	22	0	0	2	22	0	0
24. Parent volunteers	2	22	2	22	1	11	1	11	3	33
25. Parent Scholars	4	44	1	11	2	22	1	11	1	11

Has working in the Follow Through Model:	Yes N	Yes %	No N	No %	No Response N	No Response %
26. Clarified your ideas of what education should do for the child	7	78	1	11	1	11
27. Increased your interest in individualized instruction	8	89	0	0	1	11
28. Increased your interest in reaching the home	7	78	2	22	0	0

29. In general, how important do you think pre-school experience is for success in the Follow Through Model?

VERY IMPORTANT 1 N	1 %	2 N	2 %	3 N	3 %	4 N	4 %	NOT AT ALL IMPORTANT 5 N	5 %
8	89	0	0	1	11	0	0	0	0

30. Would you like to see the Follow Through Program continued?

	N	%
Yes	7	78
No	0	0
Don't Know	1	11
No Response	1	11

31. Please specify the reasons for your response to Question 30.

	1	2	3	4	5	6	7	8	9	10
N	0	5	0	1	0	0	0	0	0	4
%	0	56	0	11	0	0	0	0	0	44

SEE PAGE 15 FOR EXPLANATION OF RESPONSE CATEGORIES

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE

THE SCHOOL DISTRICT OF PHILADELPHIA
Office of Research and Evaluation
Follow Through Evaluation, April, 1976

FOLLOW THROUGH STAFF DEVELOPER AND TEACHER QUESTIONNAIRE

Please circle the number or supply the information requested to answer the questions below.

1. School _____

2. Follow Through Model Philadelphia Process K to 3

3.

	N	%
Staff Developer		
Teacher	18	100

Grade	N	%	Grade	N	%
K	5	28	2	5	28
1	4	22	3	4	22

* 4. Circle each year in which you have participated in the Follow Through Program.

1968-69 1969-70 1970-71 1971-72
1972-73 1973-74 1974-75 1975-76

5. How many years of teaching experience do you have?

	N	%
Less than 2	2	11
2-5	2	11
5-10	4	22
More than 10	10	56
No Answer		

*

Years	N	%	Years	N	%
1	3	17	5	3	17
2	1	6	6	2	11
3	1	6	7	3	17
4	2	11	8	3	17

6. What is the highest level of school you completed?

	N	%
BA	13	72
MA	3	17
MA+	2	11

7. Sex:

	N	%
Male	0	0
Female	18	100

8. Age:

	N	%
Under 30	3	17
30-50	13	72
Over 50	2	11

9. How often do you receive Staff Development?

	N	%
Once a week	0	0
Every other week	1	6
Once a month	1	6
Other	15	83
No Response	1	6

10. In your opinion how effective is the Staff Development Program?

	N	%
Very effective	4	22
Somewhat effective	9	50
Not at all effective	4	22
No Response	1	6

11. How closely related are Follow Through model ideals to your education and training experiences?

1		2		3		4		5	
N	%	N	%	N	%	N	%	N	%
1	6	7	39	4	22	2	11	4	22

How effective is your Follow Through Model for helping a child.....	VERY EFFECTIVE 1		2		3		NOT AT ALL EFFECTIVE 4		5	
	N	%	N	%	N	%	N	%	N	%
12. Think for himself . . .	6	33	5	28	5	28	1	6	1	6
13. Learn to relate to his age group	5	28	8	44	3	17	2	11	0	0
14. View school as a positive experience	5	28	6	33	7	39	0	0	0	0

How well does the Follow Through Model provide an effective approach to the following academic areas?	VERY WELL 1		2		3		4		POORLY 5		No Response	
	N	%	N	%	N	%	N	%	N	%	N	%
15. Reading . . .	8	44	4	22	4	22	1	6	1	6	0	0
16. Arithmetic . . .	6	33	4	22	6	33	2	11	0	0	0	0
17. Social Studies . . .	3	17	4	22	9	50	2	11	0	0	0	0
18. Science . . .	9	50	3	17	5	28	1	6	0	0	0	0
19. Handwriting Skills . . .	2	11	5	28	8	44	3	17	0	0	0	0
20. Written Expression . . .	3	17	3	17	7	39	3	17	1	6	1	6
21. Oral Expression . . .	6	33	6	33	3	17	2	11	1	6	0	0
22. Creative Activities . . .	5	28	4	22	6	33	3	17	0	0	0	0

Please indicate the effectiveness of the various types of classroom help available to you.

Type of Classroom Help	VERY EFFECTIVE 1 N	%	2 N	%	3 N	%	4 NOT AT ALL EFFECTIVE N	%	5 N	%	No Response N	%
23. Full time aide	12	67	4	22	2	11	0	0	0	0	0	0
24. Parent volunteers	2	11	2	11	3	17	3	17	5	28	3	17
25. Parent Scholars	4	22	4	22	7	39	3	17	0	0	0	0

Has working in the Follow Through Model:	Yes N	%	No N	%	No Response N	%
26. Clarified your ideas of what education should do for the child	11	61	6	33	1	6
27. Increased your interest in individualized instruction	15	83	3	17	0	0
28. Increased your interest in reaching the home	11	61	7	39	0	0

29. In general, how important do you think pre-school experience is for success in the Follow Through Model?

VERY IMPORTANT 1 N	%	2 N	%	3 N	%	4 NOT AT ALL IMPORTANT N	%	5 N	%
11	61	3	17	2	11	2	11	0	0

30. Would you like to see the Follow Through Program continued?

	N	%
Yes	14	78
No	2	11
Don't Know	2	11

31. Please specify the reasons for your response to Question 30.

	1	2	3	4	5	6	7	8	9	10
N	6	5	4	2	1	0	3	2	0	4
%	33	28	22	11	6	0	17	11	0	22

SEE PAGE 15 FOR EXPLANATION OF RESPONSE CATEGORIES

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE

THE SCHOOL DISTRICT OF PHILADELPHIA
Office of Research and Evaluation
Follow Through Evaluation, April, 1976

FOLLOW THROUGH CLASSROOM AIDE QUESTIONNAIRE

Please circle the number or supply the information requested to answer the questions below.

1. School _____

2. Follow Through Model Total Program
N=131

3. Grade in which you are a classroom aide this year .....

Grade	N	%	Grade	N	%
K	34	26	2	30	23
1	37	28	3	30	23

* 4. Circle each year in which you have participated in the Follow Through program:

1968-69 1969-70 1970-71 1971-72
1972-73 1973-74 1974-75 1975-76

5. What is the highest level of school you completed?

	N	%
10th Grade	4	3
11th Grade	9	7
12th Grade	67	51
High School + 1 Yr.	18	14
High School + 2 Yrs.	20	15
High School + 3 Yrs.	10	8
High School + 4 Yrs.	3	2

6. Sex:

	N	%
Male	2	2
Female	127	97
No Response	2	2

7. Age:

	N	%
Under 30	23	18
30 - 50	92	70
Over 50	12	9
No Response	4	3

* Years	N	%	Years	N	%
1	15	11	7	26	20
2	9	7	8	33	25
3	3	2	N.A.	1	1
4	8	6			
5	12	9			
6	24	18			

8. How many children do you have in the Follow Through Program?

	N	%
0	73	56
1	34	26
2 or more	19	15
No Response	5	4

9. How often do you receive Staff Development?

	N	%
Once a week	27	21
Every other week	23	18
Once a month	43	33
Other	14	11
No response	24	18

10. In your opinion how effective is the Staff Development Program?

	N	%
Very effective	80	61
Somewhat effective	30	23
Not at all effective	2	2
No Response	19	15

Please answer the following questions on a scale from 1-5, where 1 indicates a postitive response and 5 a negative one.

How effective is your Follow Through Model for helping a child	VERY EFFECTIVE 1		2		3		4		NOT AT ALL EFFECTIVE 5		NO RESPONSE	
	N	%	N	%	N	%	N	%	N	%	N	%
11. Think for himself	71	54	37	28	15	11	3	2	1	1	4	3
12. Learn to relate to his age group	67	51	34	26	19	15	5	4	0	0	6	5
13. View school as a positive experience	66	50	27	21	22	17	8	6	0	0	8	6

How well does the Follow Through Model provide an effective approach to the following academic areas?	VERY WELL 1		2		3		4		POORLY 5		NO RESPONSE	
	N	%	N	%	N	%	N	%	N	%	N	%
14. Reading	88	67	27	21	12	9	2	2	0	0	2	2
15. Arithmetic	74	56	39	30	12	9	4	3	0	0	2	2
16. Social Studies	58	44	30	23	18	14	10	8	2	2	13	10
17. Science	54	41	31	24	23	18	9	7	2	2	12	9
18. Handwriting Skills	68	52	31	24	24	18	4	3	0	0	4	3
19. Written Expression	60	46	37	28	18	14	5	4	2	2	9	7
20. Oral Expression	78	60	28	21	11	8	5	4	3	2	6	5
21. Creative Activities	78	60	27	21	16	12	3	2	2	2	5	4

Has working in the Follow Through Model:	YES		NO		NO RESPONSE	
	N	%	N	%	N	%
22. Clarified your ideas of what education should do for the child	123	94	3	2	5	4
23. Increased your interest in school	128	98	1	1	2	2
24. Increased your interest in reaching the home	116	89	5	4	10	8

	NEVER		OCCASIONALLY		REGULARLY		NO RESPONSE	
	N	%	N	%	N	%	N	%
25. Do you instruct the whole class?	29	22	91	69	6	5	5	4
26. Do you instruct small groups?	2	2	7	5	118	90	4	3
27. Do you instruct individual children?	2	2	37	28	88	67	4	3

28. Would you like to see the Follow Through program continued?

	N	%
Yes	128	98
No	0	0
Don't Know	1	1
No Response	2	2

29. Please specify the reasons for your response to Question 28.

	1	2	3	4	5	6	7	8	9	10
N	65	51	20	31	17	0	7	0	0	17
%	50	39	15	24	13	0	5	0	0	13

SEE PAGE 15 FOR EXPLANATION OF RESPONSE CATEGORIES

30. As a result of the Follow Through Program are you interested in further education for yourself?

	N	%
Yes	111	85
No	4	3
Don't Know	13	10
No Response	3	2

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE.

THE SCHOOL DISTRICT OF PHILADELPHIA
Office of Research and Evaluation
Follow Through Evaluation, April, 1976

FOLLOW THROUGH CLASSROOM AIDE QUESTIONNAIRE

Please circle the number or supply the information requested to answer the questions below.

1. School _____

2. Follow Through Model — Bank Street N=12

3. Grade in which you are a classroom aide this year .....

Grade	N	%	Grade	N	%
K	3	25	2	1	8
1	4	33	3	4	33

* 4. Circle each year in which you have participated in the Follow Through program:

1968-69 1969-70 1970-71 1971-72
1972-73 1973-74 1974-75 1975-76

5. What is the highest level of school you completed?

	N	%
10th Grade		
11th Grade	4	33
12th Grade	4	33
High School + 1 Yr.	2	17
High School + 2 Yrs.		
High School + 3 Yrs.	2	17
High School + 4 Yrs.		

6. Sex:

	N	%
Male	0	0
Female	12	100
No Response	0	0

7. Age:

	N	%
Under 30	3	25
30 - 50	8	67
Over 50	1	8
No Response	0	0

* Years	N	%
6	4	33
7	4	33
8	3	25
No Response	1	8

8. How many children do you have in the Follow Through Program?

	N	%
0	8	67
1	3	25
2 or more	1	8
No Response	0	0

9. How often do you receive Staff Development?

	N	%
Once a week	2	17
Every other week	0	0
Once a month	5	42
Other	2	17
No response	3	25

10. In your opinion how effective is the Staff Development Program?

	N	%
Very effective	2	17
Somewhat effective	7	58
Not at all effective	1	8
No Response	2	17

Please answer the following questions on a scale from 1-5, where 1 indicates a postitive response and 5 a negative one.

How effective is your Follow Through Model for helping a child	VERY EFFECTIVE 1		2		3		4		NOT AT ALL EFFECTIVE 5		NO RESPONSE	
	N	%	N	%	N	%	N	%	N	%	N	%
11. Think for himself	6	50	4	33	1	8	1	8	0	0	0	0
12. Learn to relate to his age group	7	58	3	25	1	8	1	8	0	0	0	0
13. View school as a positive experience	5	41	3	25	3	25	1	8	0	0	0	0

How well does the Follow Through Model provide an effective approach to the following academic areas?	VERY WELL 1		2		3		4		POORLY 5		NO RESPONSE	
	N	%	N	%	N	%	N	%	N	%	N	%
14. Reading	8	67	2	17	2	17	0	0	0	0	0	0
15. Arithmetic	7	58	3	25	2	17	0	0	0	0	0	0
16. Social Studies	6	50	3	25	2	17	0	0	1	8	0	0
17. Science	6	50	2	17	2	17	1	8	0	0	1	8
18. Handwriting Skills	5	42	2	17	5	42	0	0	0	0	0	0
19. Written Expression	7	58	2	17	3	25	0	0	0	0	0	0
20. Oral Expression	7	58	1	8	2	17	0	0	1	8	1	8
21. Creative Activities	9	75	1	8	1	8	0	0	0	0	1	8

Has working in the Follow Through Model:	YES		NO		NO RESPONSE	
	N	%	N	%	N	%
22. Clarified your ideas of what education should do for the child	12	100	0	0	0	0
23. Increased your interest in school	12	100	0	0	0	0
24. Increased your interest in reaching the home	10	83	1	8	1	8

	NEVER		OCCASIONALLY		REGULARLY		NO RESPONSE	
	N	%	N	%	N	%	N	%
25. Do you instruct the whole class?	2	17	9	75	1	8	0	0
26. Do you instruct small groups?	1	8	2	17	9	75	0	0
27. Do you instruct individual children?	2	17	0	0	10	83	0	0

28. Would you like to see the Follow Through program continued?

	N	%
Yes	11	92
No	0	0
Don't Know	0	0
No Response	1	8

29. Please specify the reasons for your response to Question 28.

	1	2	3	4	5	6	7	8	9	10
N	7	6	1	2	2	0	2	0	0	2
%	58	50	8	17	17	0	17	0	0	17

SEE PAGE 15 FOR EXPLANATION OF RESPONSE CATEGORIES

30. As a result of the Follow Through Program are you interested in further education for yourself?

	N	%
Yes	11	92
No	0	0
Don't Know	1	8
No Response	0	0

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE.

THE SCHOOL DISTRICT OF PHILADELPHIA
Office of Research and Evaluation
Follow Through Evaluation, April, 1976

FOLLOW THROUGH CLASSROOM AIDE QUESTIONNAIRE

Please circle the number or supply the information requested to answer the questions below.

1. School _____

2. Follow Through Model Behavior Analysis
N=24

3. Grade in which you are a classroom aide this year .....

Grade	N	%	Grade	N	%
K	8	33	2	5	21
1	6	25	3	5	21

* 4. Circle each year in which you have participated in the Follow Through program:

1968-69 1969-70 1970-71 1971-72
1972-73 1973-74 1974-75 1975-76

5. What is the highest level of school you completed?

	N	%
10th Grade		
11th Grade	2	8
12th Grade	16	67
High School + 1 Yr.		
High School + 2 Yrs.	3	13
High School + 3 Yrs.	1	4
High School + 4 Yrs.	2	8

6. Sex:

	N	%
Male	0	0
Female	24	100
No Response	0	0

7. Age:

	N	%
Under 30	0	0
30 - 50	21	88
Over 50	1	4
No Response	2	8

* Years

Years	N	%
4	1	4
5	2	8
6	3	13
7	9	38
8	9	38

8. How many children do you have in the Follow Through Program?

	N	%
0	14	58
1	6	25
2 or more	3	13
No Response	1	4

9. How often do you receive Staff Development?

	N	%
Once a week	3	13
Every other week	10	42
Once a month	7	29
Other	1	4
No response	3	13

10. In your opinion how effective is the Staff Development Program?

	N	%
Very effective	16	67
Somewhat effective	7	29
Not at all effective	0	0
No Response	1	4

Please answer the following questions on a scale from 1-5, where 1 indicates a postitive response and 5 a negative one.

How effective is your Follow Through Model for helping a child	VERY EFFECTIVE 1		2		3		4		NOT AT ALL EFFECTIVE 5		NO RESPONSE	
	N	%	N	%	N	%	N	%	N	%	N	%
11. Think for himself	12	50	7	29	3	13	2	8	0	0	0	0
12. Learn to relate to his age group	10	42	8	33	5	21	1	4	0	0	0	0
13. View school as a positive experience	10	42	7	29	4	17	2	8	0	0	1	4

How well does the Follow Through Model provide an effective approach to the following academic areas?	VERY WELL 1		2		3		4		POORLY 5		NO RESPONSE	
	N	%	N	%	N	%	N	%	N	%	N	%
14. Reading	15	63	6	25	2	8	0	0	0	0	1	4
15. Arithmetic	13	54	7	29	4	17	0	0	0	0	0	0
16. Social Studies	6	25	4	17	3	13	5	21	1	4	5	21
17. Science	6	25	3	13	5	21	4	17	2	8	4	17
18. Handwriting Skills	12	50	6	25	5	21	0	0	0	0	1	4
19. Written Expression	8	33	3	13	5	21	2	8	2	8	4	17
20. Oral Expression	9	38	3	13	5	21	2	8	2	8	3	13
21. Creative Activities	8	33	5	21	5	21	2	8	2	8	2	8

Has working in the Follow Through Model:	YES		NO		NO RESPONSE	
	N	%	N	%	N	%
22. Clarified your ideas of what education should do for the child	22	92	0	0	2	8
23. Increased your interest in school	24	100	0	0	0	0
24. Increased your interest in reaching the home	20	83	1	4	3	13

	NEVER		OCCASIONALLY		REGULARLY		NO RESPONSE	
	N	%	N	%	N	%	N	%
25. Do you instruct the whole class?	8	33	15	63	1	4	0	0
26. Do you instruct small groups?	0	0	1	4	22	92	1	4
27. Do you instruct individual children?	0	0	15	63	8	33	1	4

28. Would you like to see the Follow Through program continued?

	N	%
Yes	24	100
No	0	0
Don't Know	0	0
No Response	0	0

29. Please specify the reasons for your response to Question 28.

	1	2	3	4	5	6	7	8	9	10
N	14	9	2	4	3	0	2	0	0	2
%	58	38	8	17	13	0	8	0	0	8

SEE PAGE 15 FOR EXPLANATION OF RESPONSE CATEGORIES

30. As a result of the Follow Through Program are you interested in further education for yourself?

	N	%
Yes	20	83
No	1	4
Don't Know	3	13
No Response	0	0

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE.

THE SCHOOL DISTRICT OF PHILADELPHIA
Office of Research and Evaluation
Follow Through Evaluation, April, 1976

FOLLOW THROUGH CLASSROOM AIDE QUESTIONNAIRE

Please circle the number or supply the information requested to answer the questions below.

1. School _____

2. Follow Through Model Bilingual N=22

3. Grade in which you are a classroom aide this year .....

Grade	N	%	Grade	N	%
K	6	27	2	6	27
1	7	32	3	3	14

* 4. Circle each year in which you have participated in the Follow Through program:

1968-69 1969-70 1970-71 1971-72
1972-73 1973-74 1974-75 1975-76

5. What is the highest level of school you completed?

	N	%
10th Grade	1	5
11th Grade		
12th Grade	11	50
High School + 1 Yr.	4	18
High School + 2 Yrs.	4	18
High School + 3 Yrs.	2	9
High School + 4 Yrs.		

6. Sex:

	N	%
Male	2	9
Female	19	86
No Response	1	5

7. Age:

	N	%
Under 30	13	59
30 - 50	7	32
Over 50	1	5
No Response	1	5

* Years	N	%	Years	N	%
1	5	23	6	2	9
2	7	32	7	1	5
3	1	5	8	1	5
4	2	9			
5	3	14			

8. How many children do you have in the Follow Through Program?

	N	%
0	11	50
1	3	14
2 or more	5	23
No Response	3	14

9. How often do you receive Staff Development?

	N	%
Once a week	7	32
Every other week	1	5
Once a month	5	23
Other	5	23
No response	4	18

10. In your opinion how effective is the Staff Development Program?

	N	%
Very effective	13	59
Somewhat effective	2	9
Not at all effective	1	5
No Response	6	27

Please answer the following questions on a scale from 1-5, where 1 indicates a postitive response and 5 a negative one.

How effective is your Follow Through Model for helping a child	VERY EFFECTIVE 1		2		3		4		NOT AT ALL EFFECTIVE 5		NO RESPONSE	
	N	%	N	%	N	%	N	%	N	%	N	%
11. Think for himself	14	64	3	14	2	9	0	0	1	5	2	9
12. Learn to relate to his age group	10	45	5	23	2	9	3	14	0	0	2	9
13. View school as a positive experience	14	64	0	0	3	14	3	14	0	0	2	9

How well does the Follow Through Model provide an effective approach to the following academic areas?	VERY WELL 1		2		3		4		POORLY 5		NO RESPONSE	
	N	%	N	%	N	%	N	%	N	%	N	%
14. Reading	18	82	0	0	2	9	1	5	0	0	1	5
15. Arithmetic	13	59	3	14	2	9	3	14	0	0	1	5
16. Social Studies	14	64	4	18	1	5	2	9	0	0	1	5
17. Science	7	32	7	32	3	14	3	14	0	0	2	9
18. Handwriting Skills	13	59	4	18	3	14	1	5	0	0	1	5
19. Written Expression	12	55	5	23	3	14	1	5	0	0	1	5
20. Oral Expression	16	73	3	14	1	5	1	5	0	0	1	5
21. Creative Activities	12	55	5	23	3	14	1	5	0	0	1	5

Has working in the Follow Through Model:	YES		NO		NO RESPONSE	
	N	%	N	%	N	%
22. Clarified your ideas of what education should do for the child	20	91	2	9	0	0
23. Increased your interest in school	21	95	0	0	1	5
24. Increased your interest in reaching the home	21	95	0	0	1	5

	NEVER		OCCASIONALLY		REGULARLY		NO RESPONSE	
	N	%	N	%	N	%	N	%
25. Do you instruct the whole class?	4	18	17	77	0	0	1	5
26. Do you instruct small groups?	1	5	0	0	20	91	1	5
27. Do you instruct individual children?	0	0	6	27	14	64	2	9

28. Would you like to see the Follow Through program continued?

	N	%
Yes	20	91
No	0	0
Don't Know	1	5
No Response	1	5

29. Please specify the reasons for your response to Question 28.

	1	2	3	4	5	6	7	8	9	10
N	10	12	8	6	2	0	1	0	0	2
%	45	55	36	27	9	0	5	0	0	9

SEE PAGE 15 FOR EXPLANATION OF RESPONSE CATEGORIES

30. As a result of the Follow Through Program are you interested in further education for yourself?

	N	%
Yes	19	86
No	0	0
Don't Know	2	9
No Response	1	5

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE.

THE SCHOOL DISTRICT OF PHILADELPHIA
Office of Research and Evaluation
Follow Through Evaluation, April, 1976

FOLLOW THROUGH CLASSROOM AIDE QUESTIONNAIRE

Please circle the number or supply the information requested to answer the questions below.

1. School _____

2. Follow Through Model EDC N=32

3. Grade in which you are a classroom aide this year .....

Grade	N	%	Grade	N	%
K	7	22	2	8	25
1	9	28	3	8	25

* 4. Circle each year in which you have participated in the Follow Through program:

1968-69 1969-70 1970-71 1971-72
1972-73 1973-74 1974-75 1975-76

5. What is the highest level of school you completed?

	N	%
10th Grade		
11th Grade	1	3
12th Grade	16	50
High School + 1 Yr.	7	22
High School + 2 Yrs.	3	9
High School + 3 Yrs.	4	13
High School + 4 Yrs.	1	3

6. Sex:

	N	%
Male	0	0
Female	31	97
No Response	1	3

7. Age:

	N	%
Under 30	3	9
30 - 50	25	78
Over 50	3	9
No Response	1	3

* Years	N	%	Years	N	%
1	6	19	6	5	16
2	2	6	7	5	16
3	1	3	8	10	31
4	1	3			
5	2	6			

8. How many children do you have in the Follow Through Program?

	N	%
0	16	50
1	12	38
2 or more	4	13
No Response	0	0

9. How often do you receive Staff Development?

	N	%
Once a week	4	13
Every other week	7	22
Once a month	18	56
Other	0	0
No response	3	9

10. In your opinion how effective is the Staff Development Program?

	N	%
Very effective	27	84
Somewhat effective	5	16
Not at all effective	0	0
No Response	0	0

Please answer the following questions on a scale from 1-5, where 1 indicates a postitive response and 5 a negative one.

How effective is your Follow Through Model for helping a child	VERY EFFECTIVE 1		2		3		4		NOT AT ALL EFFECTIVE 5		NO RESPONSE	
	N	%	N	%	N	%	N	%	N	%	N	%
11. Think for himself	20	63	9	28	3	9	0	0	0	0	0	0
12. Learn to relate to his age group	25	78	5	16	2	6	0	0	0	0	0	0
13. View school as a positive experience	17	53	9	28	5	16	0	0	0	0	1	3

How well does the Follow Through Model provide an effective approach to the following academic areas?	VERY WELL 1		2		3		4		POORLY 5		NO RESPONSE	
	N	%	N	%	N	%	N	%	N	%	N	%
14. Reading	22	69	6	19	4	13	0	0	0	0	0	0
15. Arithmetic	20	63	9	28	3	9	0	0	0	0	0	0
16. Social Studies	17	53	8	25	5	16	1	3	0	0	1	3
17. Science	13	41	10	31	7	22	0	0	0	0	2	6
18. Handwriting Skills	18	56	8	25	4	13	1	3	0	0	1	3
19. Written Expression	17	53	10	31	4	13	0	0	0	0	1	3
20. Oral Expression	23	72	7	22	1	3	1	3	0	0	0	0
21. Creative Activities	25	78	5	16	2	6	0	0	0	0	0	0

Has working in the Follow Through Model:	YES		NO		NO RESPONSE	
	N	%	N	%	N	%
22. Clarified your ideas of what education should do for the child	30	94	0	0	2	6
23. Increased your interest in school	31	97	0	0	1	3
24. Increased your interest in reaching the home	30	94	0	0	2	6

	NEVER		OCCASIONALLY		REGULARLY		NO RESPONSE	
	N	%	N	%	N	%	N	%
25. Do you instruct the whole class?	6	19	22	69	3	9	1	3
26. Do you instruct small groups?	0	0	2	6	30	94	0	0
27. Do you instruct individual children?	0	0	6	19	25	78	1	3

28. Would you like to see the Follow Through program continued?

	N	%
Yes	32	100
No	0	0
Don't Know	0	0
No Response	0	0

29. Please specify the reasons for your response to Question 28.

	1	2	3	4	5	6	7	8	9	10
N	12	15	5	5	2	0	1	0	0	4
%	38	47	16	16	6	0	3	0	0	13

SEE PAGE 15 FOR EXPLANATION OF RESPONSE CATEGORIES

30. As a result of the Follow Through Program are you interested in further education for yourself?

	N	%
Yes	27	84
No	1	3
Don't Know	4	13
No Response	0	0

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE.

THE SCHOOL DISTRICT OF PHILADELPHIA
Office of Research and Evaluation
Follow Through Evaluation, April, 1976

FOLLOW THROUGH CLASSROOM AIDE QUESTIONNAIRE

Please circle the number or supply the information requested to answer the questions below.

1. School _____

2. Follow Through Model Florida Parent
N=10

3. Grade in which you are a classroom aide this year .....

Grade	N	%	Grade	N	%
K	2	20	2	3	30
1	3	30	3	2	20

* 4. Circle each year in which you have participated in the Follow Through program:

1968-69 1969-70 1970-71 1971-72
1972-73 1973-74 1974-75 1975-76

5. What is the highest level of school you completed?

	N	%
10th Grade	2	20
11th Grade		
12th Grade	6	60
High School + 1 Yr.	1	10
High School + 2 Yrs.	1	10
High School + 3 Yrs.		
High School + 4 Yrs.		

6. Sex:

	N	%
Male	0	0
Female	10	100
No Response	0	0

7. Age:

	N	%
Under 30	0	0
30 - 50	8	80
Over 50	2	20
No Response	0	0

* Years

Years	N	%
1	1	10
6	2	20
7	4	40
8	3	30

8. How many children do you have in the Follow Through Program?

	N	%
0	8	80
1	1	10
2 or more	1	10
No Response	0	0

9. How often do you receive Staff Development?

	N	%
Once a week	3	30
Every other week	3	30
Once a month	1	10
Other	0	0
No response	3	30

10. In your opinion how effective is the Staff Development Program?

	N	%
Very effective	4	40
Somewhat effective	4	40
Not at all effective	0	0
No Response	2	20

Please answer the following questions on a scale from 1-5, where 1 indicates a postitive response and 5 a negative one.

How effective is your Follow Through Model for helping a child	VERY EFFECTIVE 1		2		3		4		NOT AT ALL EFFECTIVE 5	
	N	%	N	%	N	%	N	%	N	%
11. Think for himself	4	40	4	40	2	20	0	0	0	0
12. Learn to relate to his age group	5	50	3	30	2	20	0	0	0	0
13. View school as a positive experience	6	60	2	20	2	20	0	0	0	0

How well does the Follow Through Model provide an effective approach to the following academic areas?	VERY WELL 1		2		3		4		POORLY 5		NO RESPONSE	
	N	%	N	%	N	%	N	%	N	%	N	%
14. Reading	8	80	2	20	0	0	0	0	0	0	0	0
15. Arithmetic	9	90	1	10	0	0	0	0	0	0	0	0
16. Social Studies	5	50	1	10	3	30	0	0	0	0	1	10
17. Science	4	40	2	20	3	30	1	10	0	0	0	0
18. Handwriting Skills	7	70	2	20	1	10	0	0	0	0	0	0
19. Written Expression	5	50	4	40	0	0	0	0	0	0	1	10
20. Oral Expression	5	50	3	30	0	0	1	10	0	0	1	10
21. Creative Activities	5	50	1	10	4	40	0	0	0	0	0	0

Has working in the Follow Through Model:	YES		NO	
	N	%	N	%
22. Clarified your ideas of what education should do for the child	10	100	0	0
23. Increased your interest in school	10	100	0	0
24. Increased your interest in reaching the home	9	90	1	10

	NEVER		OCCASIONALLY		REGULARLY		NO RESPONSE	
	N	%	N	%	N	%	N	%
25. Do you instruct the whole class?	2	20	7	70	0	0	1	10
26. Do you instruct small groups?	0	0	1	10	9	90	0	0
27. Do you instruct individual children?	0	0	2	20	8	80	0	0

28. Would you like to see the Follow Through program continued?

	N	%
Yes	10	100
No	0	0
Don't Know	0	0
No Response	0	0

29. Please specify the reasons for your response to Question 28.

	1	2	3	4	5	6	7	8	9	10
N	6	1	0	8	2	0	1	0	0	0
%	60	10	0	80	20	0	10	0	0	0

SEE PAGE 15 FOR EXPLANATION OF RESPONSE CATEGORIES

30. As a result of the Follow Through Program are you interested in further education for yourself?

	N	%
Yes	10	100
No	0	0
Don't Know	0	0
No Response	0	0

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE.

THE SCHOOL DISTRICT OF PHILADELPHIA
Office of Research and Evaluation
Follow Through Evaluation, April, 1976

FOLLOW THROUGH CLASSROOM AIDE QUESTIONNAIRE

N=6

Please circle the number or supply the information requested to answer the questions below.

1. School _____

2. Follow Through Model Parent Implemented
N=6

3. Grade in which you are a classroom aide this year .....

Grade	N	%	Grade	N	%
K	2	33	2	1	17
1	1	17	3	2	33

* 4. Circle each year in which you have participated in the Follow Through program:

1968-69 1969-70 1970-71 1971-72
1972-73 1973-74 1974-75 1975-76

5. What is the highest level of school you completed?

	N	%
10th Grade		
11th Grade		
12th Grade	2	33
High School + 1 Yr.		
High School + 2 Yrs.	4	67
High School + 3 Yrs.		
High School + 4 Yrs.		

6. Sex:

	N	%
Male	0	0
Female	6	100

7. Age:

	N	%
Under 30	1	17
30 - 50	5	83
Over 50	0	0

* Years

Years	N	%
5	3	50
6	2	33
8	1	17

8. How many children do you have in the Follow Through Program?

	N	%
0	4	67
1	1	17
2 or more	1	17
No Response	0	0

9. How often do you receive Staff Development?

	N	%
Once a week	6	100
Every other week	0	0
Once a month	0	0
Other	0	0
No response	0	0

10. In your opinion how effective is the Staff Development Program?

	N	%
Very effective	4	67
Somewhat effective	2	33
Not at all effective	0	0
No Response	0	0

Please answer the following questions on a scale from 1-5, where 1 indicates a postitive response and 5 a negative one.

How effective is your Follow Through Model for helping a child	VERY EFFECTIVE 1		2		3		4		NOT AT ALL EFFECTIVE 5	
	N	%	N	%	N	%	N	%	N	%
11. Think for himself	3	50	3	50	0	0	0	0	0	0
12. Learn to relate to his age group	4	67	0	0	2	33	0	0	0	0
13. View school as a positive experience	4	67	0	0	1	17	1	17	0	0

How well does the Follow Through Model provide an effective approach to the following academic areas?	VERY WELL 1		2		3		4		POORLY 5	
	N	%	N	%	N	%	N	%	N	%
14. Reading	2	33	2	33	2	33	0	0	0	0
15. Arithmetic	3	50	3	50	0	0	0	0	0	0
16. Social Studies	3	50	2	33	1	17	0	0	0	0
17. Science	4	67	1	17	1	17	0	0	0	0
18. Handwriting Skills	2	33	0	0	3	50	1	17	0	0
19. Written Expression	3	50	1	17	1	17	1	17	0	0
20. Oral Expression	5	83	1	17	0	0	0	0	0	0
21. Creative Activities	4	67	2	33	0	0	0	0	0	0

Has working in the Follow Through Model:	YES		NO		NO RESPONSE	
	N	%	N	%	N	%
22. Clarified your ideas of what education should do for the child	6	100	0	0	0	0
23. Increased your interest in school	5	83	1	17	0	0
24. Increased your interest in reaching the home	5	83	0	0	1	17

	NEVER		OCCASIONALLY		REGULARLY	
	N	%	N	%	N	%
25. Do you instruct the whole class?	2	33	4	67	0	0
26. Do you instruct small groups?	0	0	0	0	6	100
27. Do you instruct individual children?	0	0	0	0	6	100

28. Would you like to see the Follow Through program continued?

	N	%
Yes	6	100
No	0	0
Don't Know	0	0
No Response	0	0

29. Please specify the reasons for your response to Question 28.

	1	2	3	4	5	6	7	8	9	10
N	3	4	1	0	2	0	0	0	0	0
%	50	67	17	0	33	0	0	0	0	0

SEE PAGE 15 FOR EXPLANATION OF RESPONSE CATEGORIES

30. As a result of the Follow Through Program are you interested in further education for yourself?

	N	%
Yes	5	83
No	1	17
Don't Know	0	0
No Response	0	0

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE.

THE SCHOOL DISTRICT OF PHILADELPHIA
Office of Research and Evaluation
Follow Through Evaluation, April, 1976

FOLLOW THROUGH CLASSROOM AIDE QUESTIONNAIRE

Please circle the number or supply the information requested to answer the questions below.

1. School _____

2. Follow Through Model Phila. Process
N=25

• 3. Grade in which you are a classroom aide this year .....

Grade	N	%	Grade	N	%
K	6	24	2	6	24
1	7	28	3	6	24

* 4. Circle each year in which you have participated in the Follow Through program:

1968-69 1969-70 1970-71 1971-72
1972-73 1973-74 1974-75 1975-76

5. What is the highest level of school you completed?

	N	%
10th Grade	1	4
11th Grade	2	8
12th Grade	12	48
High School + 1 Yr.	4	16
High School + 2 Yrs.	5	20
High School + 3 Yrs.	1	4
High School + 4 Yrs.		

6. Sex:

	N	%
Male	0	0
Female	25	100
No Response	0	0

• 7. Age:

	N	%
Under 30	3	12
30 - 50	18	72
Over 50	4	16
No Response	0	0

* Years

Years	N	%	Years	N	%
1	3	12	7	3	12
3	1	4	8	6	24
4	4	16			
5	2	8			
6	6	24			

8. How many children do you have in the Follow Through Program?

	N	%
0	12	48
1	8	32
2 or more	4	16
No Response	1	4

9. How often do you receive Staff Development?

	N	%
Once a week	2	8
Every other week	2	8
Once a month	7	28
Other	6	24
No response	8	32

10. In your opinion how effective is the Staff Development Program?

	N	%
Very effective	14	56
Somewhat effective	3	12
Not at all effective	0	0
No Response	8	32

Please answer the following questions on a scale from 1-5, where 1 indicates a postitive response and 5 a negative one.

How effective is your Follow Through Model for helping a child	VERY EFFECTIVE 1		2		3		4		NOT AT ALL EFFECTIVE 5		NO RESPONSE	
	N	%	N	%	N	%	N	%	N	%	N	%
11. Think for himself	12	48	7	28	4	16	0	0	0	0	2	8
12. Learn to relate to his age group	6	24	10	40	5	20	0	0	0	0	4	16
13. View school as a positive experience	10	40	6	24	4	16	1	4	0	0	4	16

How well does the Follow Through Model provide an effective approach to the following academic areas?	VERY WELL 1		2		3		4		POORLY 5		NO RESPONSE	
	N	%	N	%	N	%	N	%	N	%	N	%
14. Reading	15	60	9	36	0	0	1	4	0	0	0	0
15. Arithmetic	9	36	13	52	1	4	1	4	0	0	1	4
16. Social Studies	7	28	8	32	3	12	2	8	0	0	5	20
17. Science	14	56	6	24	2	8	0	0	0	0	3	12
18. Handwriting Skills	11	44	9	36	3	12	1	4	0	0	1	4
19. Written Expression	8	32	12	48	2	8	1	4	0	0	2	8
20. Oral Expression	13	52	10	40	2	8	0	0	0	0	0	0
21. Creative Activities	15	60	8	32	1	4	0	0	0	0	1	4

Has working in the Follow Through Model:	YES		NO		NO RESPONSE	
	N	%	N	%	N	%
22. Clarified your ideas of what education should do for the child	23	92	1	4	1	4
23. Increased your interest in school	25	100	0	0	0	0
24. Increased your interest in reaching the home	21	84	2	8	2	8

	NEVER		OCCASIONALLY		REGULARLY		NO RESPONSE	
	N	%	N	%	N	%	N	%
25. Do you instruct the whole class?	5	20	17	68	1	4	2	8
26. Do you instruct small groups?	0	0	1	4	22	88	2	8
27. Do you instruct individual children?	0	0	8	32	17	68	0	0

28. Would you like to see the Follow Through program continued?

	N	%
Yes	25	100
No	0	0
Don't Know	0	0
No Response	0	0

29. Please specify the reasons for your response to Question 28.

	1	2	3	4	5	6	7	8	9	10
N	13	4	3	6	4	0	0	0	0	7
%	52	16	12	24	16	0	0	0	0	28

SEE PAGE 15 FOR EXPLANATION OF RESPONSE CATEGORIES

30. As a result of the Follow Through Program are you interested in further education for yourself?

	N	%
Yes	19	76
No	1	4
Don't Know	3	12
No Response	2	8

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE.

FOLLOW THROUGH PARENTS' QUESTIONNAIRE

SCHOOL Total Program N=578 GRADE K-3

Please let us know how you feel about the Follow Through Program by responding to the statements below. Simply circle the "1" on each line if you agree with the statement or a "2" if you disagree.

		AGREE		DISAGREE		NO RESPONSE	
		N	%	N	%	N	%
1.	My child enjoys school.	542	94	32	6	4	1
2.	My child is learning to think for himself . .	519	90	52	9	7	1
3.	My child is learning to get along well with children his own age.	541	94	22	4	15	3
	I like the way my child is being taught:						
4.	Reading	503	87	61	11	14	2
5.	Arithmetic	505	87	62	11	11	2
6.	Science	346	60	69	12	163	28
7.	Social Studies	358	62	69	12	151	26
8.	Writing Skills	521	90	41	7	16	3
9.	Speaking Skills	530	92	40	7	8	1
10.	How to be creative	530	92	38	7	10	2
11.	I am developing a greater interest in my child's education	567	98	11	2	0	0
12.	I am developing a greater interest in my own education.	463	80	104	18	11	2
13.	I attend school meetings.	369	64	176	30	33	6
14.	I feel comfortable speaking to school personnel	535	93	35	6	8	1
15.	I would like to work in the school.	422	73	132	23	24	4
16.	I feel my opinions are respected in the school	529	92	29	5	20	3

		YES		NO		NO RESPONSE	
		N	%	N	%	N	%
17.	The Follow Through Program should be continued.	556	96	11	2	11	2

FOLLOW THROUGH PARENTS' QUESTIONNAIRE

SCHOOL Bank Street Model N=82 GRADE K-3

Please let us know how you feel about the Follow Through Program by responding to the statements below. Simply circle the "1" on each line if you agree with the statement or a "2" if you disagree.

	AGREE		DISAGREE		NO RESPONSE	
	N	%	N	%	N	%
1. My child enjoys school.	77	94	4	5	1	1
2. My child is learning to think for himself . .	79	96	3	4	0	0
3. My child is learning to get along well with children his own age.	72	88	9	11	1	1
I like the way my child is being taught:						
4. Reading	69	84	12	15	1	1
5. Arithmetic	69	84	12	15	1	1
6. Science	54	66	23	28	5	6
7. Social Studies	52	63	23	28	7	9
8. Writing Skills	77	94	5	6	0	0
9. Speaking Skills	73	89	9	11	0	0
10. How to be creative	78	95	4	5	0	0
11. I am developing a greater interest in my child's education	79	96	3	4	0	0
12. I am developing a greater interest in my own education.	63	77	17	21	2	2
13. I attend school meetings.	58	71	23	28	1	1
14. I feel comfortable speaking to school personnel	76	93	4	5	2	2
15. I would like to work in the school.	66	80	14	17	2	2
16. I feel my opinions are respected in the school	74	90	6	7	2	2

	YES		NO		NO RESPONSE	
17. The Follow Through Program should be continued.	N	%	N	%	N	%
	77	94	4	5	1	1

FOLLOW THROUGH PARENTS' QUESTIONNAIRE

SCHOOL Behavior Analysis Model N=124 GRADE K-3

Please let us know how you feel about the Follow Through Program by responding to the statements below. Simply circle the "1" on each line if you agree with the statement or a "2" if you disagree.

		AGREE		DISAGREE		NO RESPONSE	
		N	%	N	%	N	%
1.	My child enjoys school.	117	94	6	5	1	1
2.	My child is learning to think for himself . .	114	92	10	8	0	0
3.	My child is learning to get along well with children his own age.	115	93	6	5	3	2
	I like the way my child is being taught:						
4.	Reading	109	88	14	11	1	1
5.	Arithmetic	107	86	14	11	3	2
6.	Science	76	61	17	14	31	25
7.	Social Studies	79	64	16	13	29	23
8.	Writing Skills	108	87	14	11	2	2
9.	Speaking Skills	113	91	10	8	1	1
10.	How to be creative	118	95	5	4	1	1
11.	I am developing a greater interest in my child's education	123	99	1	1	0	0
12.	I am developing a greater interest in my own education.	95	77	27	22	2	2
13.	I attend school meetings.	80	65	44	35	0	0
14.	I feel comfortable speaking to school personnel	114	92	10	8	0	0
15.	I would like to work in the school.	93	75	30	24	1	1
16.	I feel my opinions are respected in the school	117	94	6	5	1	1

		YES		NO		NO RESPONSE	
		N	%	N	%	N	%
17.	The Follow Through Program should be continued.	120	97	2	2	2	2

FOLLOW THROUGH PARENTS' QUESTIONNAIRE

SCHOOL Bilingual Model N=97 GRADE K-3

Please let us know how you feel about the Follow Through Program by responding to the statements below. Simply circle the "1" on each line if you agree with the statement or a "2" if you disagree.

		AGREE		DISAGREE		NO RESPONSE	
		N	%	N	%	N	%
1.	My child enjoys school.	93	96	3	3	1	1
2.	My child is learning to think for himself . .	85	88	6	6	6	6
3.	My child is learning to get along well with children his own age.	94	97	0	0	3	3
	I like the way my child is being taught:						
4.	Reading	84	87	12	12	1	1
5.	Arithmetic	86	89	11	11	0	0
6.	Science	65	67	6	6	26	27
7.	Social Studies	79	81	4	4	14	14
8.	Writing Skills	87	90	10	10	0	0
9.	Speaking Skills	89	92	8	8	0	0
10.	How to be creative	90	93	4	4	3	3
11.	I am developing a greater interest in my child's education	91	94	6	6	0	0
12.	I am developing a greater interest in my own education.	79	81	16	16	2	2
13.	I attend school meetings.	58	60	38	39	1	1
14.	I feel comfortable speaking to school personnel	86	89	11	11	0	0
15.	I would like to work in the school.	74	76	21	22	2	2
16.	I feel my opinions are respected in the school	86	89	2	2	9	9

		YES		NO		NO RESPONSE	
		N	%	N	%	N	%
17.	The Follow Through Program should be continued.	95	98	0	0	2	2

FOLLOW THROUGH PARENTS' QUESTIONNAIRE

SCHOOL EDC Model N=117 GRADE K-3

Please let us know how you feel about the Follow Through Program by responding to the statements below. Simply circle the "1" on each line if you agree with the statement or a "2" if you disagree.

	AGREE		DISAGREE		NO RESPONSE	
	N	%	N	%	N	%
1. My child enjoys school.	108	92	9	8	0	0
2. My child is learning to think for himself . .	108	92	9	8	0	0
3. My child is learning to get along well with children his own age.	111	95	2	2	4	3
I like the way my child is being taught:						
4. Reading	98	84	11	9	8	7
5. Arithmetic	101	86	10	9	6	5
6. Science	53	45	7	6	57	49
7. Social Studies	52	44	7	6	58	50
8. Writing Skills	98	84	7	6	12	10
9. Speaking Skills	105	90	5	4	7	6
10. How to be creative	97	83	14	12	6	5
11. I am developing a greater interest in my child's education	117	100	0	0	0	0
12. I am developing a greater interest in my own education.	98	84	15	13	4	3
13. I attend school meetings.	64	55	32	27	21	18
14. I feel comfortable speaking to school personnel	108	92	5	4	4	3
15. I would like to work in the school.	71	61	36	31	10	9
16. I feel my opinions are respected in the school	103	88	8	7	6	5

	YES		NO		NO RESPONSE	
	N	%	N	%	N	%
17. The Follow Through Program should be continued.	107	91	5	4	5	4

FOLLOW THROUGH PARENTS' QUESTIONNAIRE

SCHOOL Florida Parent Model N=38 GRADE K-3

Please let us know how you feel about the Follow Through Program by responding to the statements below. Simply circle the "1" on each line if you agree with the statement or a "2" if you disagree.

	AGREE		DISAGREE		NO RESPONSE	
	N	%	N	%	N	%
1. My child enjoys school.	34	89	3	8	1	3
2. My child is learning to think for himself . .	29	76	8	21	1	3
3. My child is learning to get along well with children his own age.	34	89	3	8	1	3
I like the way my child is being taught:						
4. Reading	34	89	3	8	1	3
5. Arithmetic	34	89	4	11	0	0
6. Science	20	53	8	21	10	26
7. Social Studies	17	45	11	29	10	26
8. Writing Skills	35	92	3	8	0	0
9. Speaking Skills	35	92	3	8	0	0
10. How to be creative	37	97	1	3	0	0
11. I am developing a greater interest i` my child's education	38	100	0	0	0	0
12. I am developing a greater interest in my own education.	22	58	16	42	0	0
13. I attend school meetings.	29	76	9	24	0	0
14. I feel comfortable speaking to school personnel	36	95	2	5	0	0
15. I would like to work in the school.	27	71	8	21	3	8
16. I feel my opinions are respected in the school	36	95	2	5	0	0

	YES		NO		NO RESPONSE	
	N	%	N	%	N	%
17. The Follow Through Program should be continued.	38	100	0	0	0	0

FOLLOW THROUGH PARENTS' QUESTIONNAIRE

SCHOOL Parent Implemented Model N=27 GRADE K-3

Please let us know how you feel about the Follow Through Program by responding to the statements below. Simply circle the "1" on each line if you agree with the statement or a "2" if you disagree.

		AGREE		DISAGREE		NO RESPONSE	
		N	%	N	%	N	%
1.	My child enjoys school.	26	96	1	4	0	0
2.	My child is learning to think for himself . .	17	63	10	37	0	0
3.	My child is learning to get along well with children his own age.	26	96	1	4	0	0
	I like the way my child is being taught:						
4.	Reading	25	93	1	4	1	4
5.	Arithmetic	23	85	3	11	1	4
6.	Science	20	74	3	11	4	15
7.	Social Studies	21	78	2	7	4	15
8.	Writing Skills	27	100	0	0	0	0
9.	Speaking Skills	26	96	1	4	0	0
10.	How to be creative	24	89	3	11	0	0
11.	I am developing a greater interest in my child's education	27	100	0	0	0	0
12.	I am developing a greater interest in my own education.	15	56	11	41	1	4
13.	I attend school meetings.	21	78	6	22	0	0
14.	I feel comfortable speaking to school personnel	26	96	1	4	0	0
15.	I would like to work in the school.	26	96	1	4	0	0
16.	I feel my opinions are respected in the school	25	93	2	7	0	0

		YES		NO		NO RESPONSE	
		N	%	N	%	N	%
17.	The Follow Through Program should be continued.	27	100	0	0	0	0

FOLLOW THROUGH PARENTS' QUESTIONNAIRE

SCHOOL Philadelphia Process Model N=93 GRADE K-3

Please let us know how you feel about the Follow Through Program by responding to the statements below. Simply circle the "1" on each line if you agree with the statement or a "2" if you disagree.

	AGREE		DISAGREE		NO RESPONSE	
	N	%	N	%	N	%
1. My child enjoys school.	87	94	6	6	0	0
2. My child is learning to think for himself . .	87	94	6	6	0	0
3. My child is learning to get along well with children his own age.	89	96	1	1	3	3
I like the way my child is being taught:						
4. Reading	84	90	8	9	1	1
5. Arithmetic	85	91	8	9	0	0
6. Science	58	62	5	5	30	32
7. Social Studies	58	62	6	6	29	31
8. Writing Skills	89	96	2	2	2	2
9. Speaking Skills	89	96	4	4	0	0
10. How to be creative	86	92	7	8	0	0
11. I am developing a greater interest in my child's education	92	99	1	1	0	0
12. I am developing a greater interest in my own education.	91	98	2	2	0	0
13. I attend school meetings.	59	63	24	26	10	11
14. I feel comfortable speaking to school personnel	89	96	2	2	2	2
15. I would like to work in the school.	65	70	22	24	6	6
16. I feel my opinions are respected in the school	88	95	3	3	2	2

	YES		NO		NO RESPONSE	
	N	%	N	%	N	%
17. The Follow Through Program should be continued.	92	99	0	0	1	1

FOLLOW THROUGH PARENTS' QUESTIONNAIRE

SCHOOL Total Program N=133 GRADE 4

Please let us know how you feel about the Follow Through Program by responding to the statements below. Simply circle the "1" on each line if you agree with the statement or a "2" if you disagree.

	AGREE		DISAGREE		NO RESPONSE	
	N	%	N	%	N	%
1. My child enjoys school.	116	87	11	8	6	5
2. My child is learning to think for himself . .	119	89	12	9	2	2
3. My child is learning to get along well with children his own age.	114	86	18	14	1	1
I like the way my child is being taught:						
4. Reading	112	84	20	15	1	1
5. Arithmetic	116	87	16	12	1	1
6. Science	111	83	13	10	9	7
7. Social Studies	113	85	13	10	7	5
8. Writing Skills	121	91	10	8	2	2
9. Speaking Skills	115	86	14	11	4	3
10. How to be creative	123	92	7	5	3	2
11. I am developing a greater interest in my child's education	129	97	4	3	0	0
12. I am developing a greater interest in my own education.	110	83	20	15	3	2
13. I attend school meetings.	86	65	38	29	9	7
14. I feel comfortable speaking to school personnel	121	91	10	8	2	2
15. I would like to work in the school.	96	72	34	26	3	2
16. I feel my opinions are respected in the school	117	88	11	8	5	4

	YES		NO	
	N	%	N	%
17. The Follow Through Program should be continued.	128	96	5	4

FOLLOW THROUGH PARENTS' QUESTIONNAIRE

SCHOOL Bank Street Model N=22 GRADE 4

Please let us know how you feel about the Follow Through Program by responding to the statements below. Simply circle the "1" on each line if you agree with the statement or a "2" if you disagree.

	AGREE		DISAGREE		NO RESPONSE	
	N	%	N	%	N	%
1. My child enjoys school.	20	91	2	9	0	0
2. My child is learning to think for himself . .	20	91	2	9	0	0
3. My child is learning to get along well with children his own age.	18	82	4	18	0	0
I like the way my child is being taught:						
4. Reading	18	82	4	18	0	0
5. Arithmetic	16	73	6	27	0	0
6. Science	19	86	3	14	0	0
7. Social Studies	18	82	4	18	0	0
8. Writing Skills	18	82	4	18	0	0
9. Speaking Skills	18	82	4	18	0	0
10. How to be creative	21	95	1	5	0	0
11. I am developing a greater interest in my child's education	20	91	2	9	0	0
12. I am developing a greater interest in my own education.	15	68	6	27	1	5
13. I attend school meetings.	15	68	7	32	0	0
14. I feel comfortable speaking to school personnel	20	91	2	9	0	0
15. I would like to work in the school.	15	68	6	27	1	5
16. I feel my opinions are respected in the school	19	86	2	9	1	5

	YES		NO	
	N	%	N	%
17. The Follow Through Program should be continued.	20	91	2	9

FOLLOW THROUGH PARENTS' QUESTIONNAIRE

SCHOOL Behavior Analysis Model N=33 GRADE 4

Please let us know how you feel about the Follow Through Program by responding to the statements below. Simply circle the "1" on each line if you agree with the statement or a "2" if you disagree.

		AGREE		DISAGREE		NO RESPONSE	
		N	%	N	%	N	%
1.	My child enjoys school.	30	91	2	6	1	3
2.	My child is learning to think for himself . .	30	91	3	9	0	0
3.	My child is learning to get along well with children his own age.	26	79	7	21	0	0
	I like the way my child is being taught:						
4.	Reading	28	85	5	15	0	0
5.	Arithmetic	28	85	5	15	0	0
6.	Science	28	85	4	12	1	3
7.	Social Studies	29	88	4	12	0	0
8.	Writing Skills	32	97	1	3	0	0
9.	Speaking Skills	31	94	2	6	0	0
10.	How to be creative	30	91	2	6	1	3
11.	I am developing a greater interest in my child's education	33	100	0	0	0	0
12.	I am developing a greater interest in my own education.	25	76	8	24	0	0
13.	I attend school meetings.	22	67	11	33	0	0
14.	I feel comfortable speaking to school personnel	31	94	2	6	0	0
15.	I would like to work in the school.	28	85	5	15	0	0
16.	I feel my opinions are respected in the school	32	97	1	3	0	0

		YES		NO	
		N	%	N	%
17.	The Follow Through Program should be continued.	33	100	0	0

FOLLOW THROUGH PARENTS' QUESTIONNAIRE

SCHOOL Bilingual Model N=20 GRADE 4

Please let us know how you feel about the Follow Through Program by responding to the statements below. Simply circle the "1" on each line if you agree with the statement or a "2" if you disagree.

	AGREE		DISAGREE		NO RESPONSE	
	N	%	N	%	N	%
1. My child enjoys school.	17	85	3	15	0	0
2. My child is learning to think for himself . .	18	90	1	5	1	5
3. My child is learning to get along well with children his own age.	16	80	4	20	0	0
I like the way my child is being taught:						
4. Reading	19	95	1	5	0	0
5. Arithmetic	19	95	1	5	0	0
6. Science	17	85	0	0	3	15
7. Social Studies	16	80	2	10	2	10
8. Writing Skills	19	95	1	5	0	0
9. Speaking Skills	19	95	1	5	0	0
10. How to be creative	20	100	0	0	0	0
11. I am developing a greater interest in my child's education	18	90	2	10	0	0
12. I am developing a greater interest in my own education.	17	85	3	15	0	0
13. I attend school meetings.	12	60	8	40	0	0
14. I feel comfortable speaking to school personnel	17	85	2	10	1	5
15. I would like to work in the school.	11	55	9	45	0	0
16. I feel my opinions are respected in the school	15	75	2	10	3	15

	YES		NO	
	N	%	N	%
17. The Follow Through Program should be continued.	20	100	0	0

FOLLOW THROUGH PARENTS' QUESTIONNAIRE

SCHOOL EDC Model N=27 GRADE 4

Please let us know how you feel about the Follow Through Program by responding to the statements below. Simply circle the "1" on each line if you agree with the statement or a "2" if you disagree.

	AGREE		DISAGREE		NO RESPONSE	
	N	%	N	%	N	%
1. My child enjoys school.	21	78	1	4	5	19
2. My child is learning to think for himself . .	26	96	0	0	1	4
3. My child is learning to get along well with children his own age.	26	96	1	4	0	0
I like the way my child is being taught:						
4. Reading	20	74	6	22	1	4
5. Arithmetic	24	89	2	7	1	4
6. Science	21	78	3	11	3	11
7. Social Studies	22	81	2	7	3	11
8. Writing Skills	23	85	2	7	2	7
9. Speaking Skills	21	78	3	11	3	11
10. How to be creative	21	78	4	15	2	7
11. I am developing a greater interest in my child's education	27	100	0	0	0	0
12. I am developing a greater interest in my own education.	26	96	0	0	1	4
13. I attend school meetings.	16	59	7	26	4	15
14. I feel comfortable speaking to school personnel	25	93	1	4	1	4
15. I would like to work in the school.	18	67	8	30	1	4
16. I feel my opinions are respected in the school	22	81	4	15	1	4

	YES		NO	
	N	%	N	%
17. The Follow Through Program should be continued.	25	93	2	7

FOLLOW THROUGH PARENTS' QUESTIONNAIRE

SCHOOL Florida Parent Model N=8 GRADE 4

Please let us know how you feel about the Follow Through Program by responding to the statements below. Simply circle the "1" on each line if you agree with the statement or a "2" if you disagree.

	AGREE		DISAGREE		NO RESPONSE	
	N	%	N	%	N	%
1. My child enjoys school.	7	88	1	13	0	0
2. My child is learning to think for himself . .	6	75	2	25	0	0
3. My child is learning to get along well with children his own age.	7	88	1	13	0	0
I like the way my child is being taught:						
4. Reading	6	75	2	25	0	0
5. Arithmetic	7	88	1	13	0	0
6. Science	8	100	0	0	0	0
7. Social Studies	7	88	0	0	1	13
8. Writing Skills	6	75	2	25	0	0
9. Speaking Skills	5	63	2	25	1	13
10. How to be creative	8	100	0	0	0	0
11. I am developing a greater interest in my child's education	8	100	0	0	0	0
12. I am developing a greater interest in my own education.	6	75	2	25	0	0
13. I attend school meetings.	6	75	1	13	1	13
14. I feel comfortable speaking to school personnel	7	88	1	13	0	0
15. I would like to work in the school.	6	75	1	13	1	13
16. I feel my opinions are respected in the school	8	100	0	0	0	0

	YES		NO	
	N	%	N	%
17. The Follow Through Program should be continued.	8	100	0	0

FOLLOW THROUGH PARENTS' QUESTIONNAIRE

SCHOOL Parent Implemented Model N=5 GRADE 4

Please let us know how you feel about the Follow Through Program by responding to the statements below. Simply circle the "1" on each line if you agree with the statement or a "2" if you disagree.

	AGREE		DISAGREE		NO RESPONSE	
	N	%	N	%	N	%
1. My child enjoys school.	5	100	0	0	0	0
2. My child is learning to think for himself	4	80	1	20	0	0
3. My child is learning to get along well with children his own age.	5	100	0	0	0	0
I like the way my child is being taught:						
4. Reading	4	80	1	20	0	0
5. Arithmetic	5	100	0	0	0	0
6. Science	3	60	2	40	0	0
7. Social Studies	4	80	1	20	0	0
8. Writing Skills	5	100	0	0	0	0
9. Speaking Skills	3	60	2	40	0	0
10. How to be creative	5	100	0	0	0	0
11. I am developing a greater interest in my child's education	5	100	0	0	0	0
12. I am developing a greater interest in my own education.	3	60	1	20	1	20
13. I attend school meetings.	4	80	1	20	0	0
14. I feel comfortable speaking to school personnel	5	100	0	0	0	0
15. I would like to work in the school.	3	60	2	40	0	0
16. I feel my opinions are respected in the school	5	100	0	0	0	0

	YES		NO	
	N	%	N	%
17. The Follow Through Program should be continued.	5	100	0	0

FOLLOW THROUGH PARENTS' QUESTIONNAIRE

SCHOOL Philadelphia Process Model N=18 GRADE 4

Please let us know how you feel about the Follow Through Program by responding to the statements below. Simply circle the "1" on each line if you agree with the statement or a "2" if you disagree.

		AGREE		DISAGREE		NO RESPONSE	
		N	%	N	%	N	%
1.	My child enjoys school.	16	89	2	11	0	0
2.	My child is learning to think for himself . .	15	83	3	17	0	0
3.	My child is learning to get along well with children his own age.	16	89	1	6	1	6
	I like the way my child is being taught:						
4.	Reading	17	94	1	6	0	0
5.	Arithmetic	17	94	1	6	0	0
6.	Science	15	83	1	6	2	11
7.	Social Studies	17	94	0	0	1	6
8.	Writing Skills	18	100	0	0	0	0
9.	Speaking Skills	18	100	0	0	0	0
10.	How to be creative	18	100	0	0	0	0
11.	I am developing a greater interest in my child's education	18	100	0	0	0	0
12.	I am developing a greater interest in my own education.	18	100	0	0	0	0
13.	I attend school meetings.	11	61	3	17	4	22
14.	I feel comfortable speaking to school personnel	16	89	2	11	0	0
15.	I would like to work in the school.	15	83	3	17	0	0
16.	I feel my opinions are respected in the school	16	89	2	11	0	0

		YES		NO	
		N	%	N	%
17.	The Follow Through Program should be continued.	17	94	1	6